



2007 Needs Assessment

Final Report

Alton Brant, PEPNet South

Virginia Chiaverina, PEPNet Midwest

Mary Morrison, PEPNet West

Jane Nunes, PEPNet Northeast

Patrick Smith , Developer

Michelle Swaney, PEPNet South

Gerard Walter, Team Leader

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Executive Summary

Beginning in the fall of 2006, new contracts were awarded to four regional PEPNet centers (PEPNet-Midwest, St. Paul College; PEPNet-Northeast, Rochester Institute of Technology; PEPNet-South, University of Tennessee, Knoxville; PEPNet-West, California State University at Northridge). These contracts required that a needs assessment be conducted during the first year of the contract.

The focus of this assessment was on identifying needs in areas traditionally addressed by PEPNet such as managing provision of support services, application of technology in provision of services, and legal requirements for institutions, as well as the assessment of needs of individuals providing transitional services to students who are deaf or hard of hearing. The assessment addressed questions such as developing transition plans, making assessments during the transition process, and programming for deaf or hard of hearing adults who will not enter postsecondary educational programs.

Two primary groups were targeted: professionals providing services to individuals who are deaf or hard of hearing in postsecondary and other school settings, and students and their parents. One-hundred needs based questions were developed for administration to professionals, and 32 questions for students who are deaf or hard of hearing and/or their parents. The questions were administered through an online questionnaire (<http://netac.rit.edu/pepnetneeds>) with response formats that provided metrics about the perceived acuity of need. In addition to the content questions, the questionnaire sought to determine preferences for receiving training and materials developed by PEPNet.

Approximately 30,000 requests were mailed (10,000 through e-mail and 20,000 via US mail) to individuals listed on the PEPNet database. A total of 2,231 individuals responded. Thirty-six percent of responses were from PEPNet South, 27 percent from PEPNet Midwest, 20 percent from PEPNet Northeast, and 17 percent from PEPNet West. Eighty-one percent of respondents were female, indicating that the audience for PEPNet technical assistance is primarily female. Eighty percent of respondents indicated they were hearing with 11 percent being deaf and nine percent hard of hearing. These statistics indicate that individuals responding to the needs assessment reported a hearing disability at twice the rate of the general population. Eighty-eight

percent of respondents indicated they were white and not a member of an ethnic minority.

Of the 100 individual needs assessed, all but two (“Providing speech-to-text providers information about the field of deafness” and “Providing interpreters information about the field of deafness”) received ratings of need by a majority (greater than 50 percent) of respondents. All but 13 questions were rated as a need by two thirds of the respondents. Clearly all of the assessed areas have some level of need. However, four areas: Assessment and Testing, Transition Programming, Access through Technology, and Legal Issues bear special mention.

The *PEPNet Needs Assessment 2007* found significant need for training and information related to **assessment and testing**. These needs fell into three specific areas: *Assessment of individuals who are deaf or hard of hearing with suspected co-occurring disabilities; Assessment of deaf and hard of hearing individuals’ academic readiness skills (with and without co-occurring disabilities), and Accommodations that can be made during testing or assessment of individuals who are deaf or hard of hearing*. These three areas were represented as needs by more than 80 percent of respondents.

Questions relating to **transition** made up 9 of the 23 items that 80 percent or more of respondents indicated as being needed. The areas of highest need included *transition programming for students with co-occurring disabilities, transition programming for exploring careers and finding work, assistance with issues relating to college retention, developing skills in advocacy, and providing adequate role models* for students who are deaf or hard of hearing.

Improving access through technology was another area of need with consistently high ratings. More than 80 percent of respondents indicated a need for assistance in providing *captioning of streamed media productions* such as webcasts, videoconferences, and online learning programs. Another area was the *use of Assistive Listening Devices (ALDs)* to provide access in a variety of educational settings. Respondents indicated a substantial need for information about *selecting an appropriate ALD*, and having a better understanding of ways to *troubleshoot problems that arise when individuals are using an ALD*. In addition, more than three quarters of respondents indicated a need for information and training in *providing speech-to-text*

services for non-traditional settings such as large audiences, remote services, webcasting, online learning, videoconferencing, and podcasting.

The assessment asked a number of questions concerning the need for information regarding the **legal aspects** of providing services to students who are deaf or hard of hearing. Two themes emerged from the analysis as significant. The first concerns the *legal aspects and mandates of providing access to deaf and hard of hearing students utilizing digital media applications*. The second area concerns the *legal requirements for providing interpreting or speech-to-text services, both on-site and in a remote format*. Additionally, questions arise as to the *requirements for securing remote services* when local providers are unavailable.

Respondents were queried concerning their preferences for receiving information and training from PEPNet. Workshops were the preferred mode of training, with online learning a close second. This finding indicates that PEPNet should explore using a variety of new media applications for disseminating its materials and conducting training. It also appears that many respondents still view conferences as a way of networking and gaining knowledge about best practices. However, relatively few respondents view the use of hotlines, phone conferences or chat rooms as desirable ways of receiving information. It is interesting that while online learning was viewed as desirable, webcasting and podcasting did not receive high ratings. It is possible that many respondents have not had experience with these newer methods of digital information transfer and do not view them as a method of online learning.

Finally, results indicate that individuals in administrative positions generally perceived less need in the areas assessed than other groups of respondents. These differences may be because administrators often have much less frontline experience with individuals who are deaf or hard of hearing. PEPNet might wish to consider targeting individuals in administrative positions for training or information dissemination concerning the disabling aspects of a hearing impairment. Such targeted training could improve the amount and quality of services being provided to individuals who are deaf or hard of hearing.

Introduction

In 1996 the U.S. Department of Education funded four regional centers (hereafter called PEPNet) to provide technical assistance to postsecondary programs enrolling students who are deaf or hard of hearing. Since that time the funding has been renewed twice, in 2001 and 2006. At the beginning of each cycle, funded programs have been required to conduct a needs assessment. The first needs assessment (Hopkins & Walter, 1998) focused on determining the nature of services being provided by postsecondary institutions listed in the Integrated Postsecondary Education Data System (IPEDS), the numbers of students being served, and the types of technical assistance these institutions needed. The second needs assessment (Billies, Buchkoski, Kolvitz, Sanderson & Walter, 2002) sought detailed information about the continuing technical assistance requirements of institutions to whom PEPNet had provided services during the previous five-year cycle. Specifically, the 2001 assessment focused on needs relating to support services, campus access and accommodation, promotion of success among students, and administering support programs for students who are deaf or hard of hearing.

Beginning in the fall of 2006, new contracts were awarded to four regional PEPNet centers (PEPNet-Midwest, St. Paul College; PEPNet-Northeast, Rochester Institute of Technology; PEPNet-South, University of Tennessee, Knoxville; PEPNet-West, California State University at Northridge). These contracts also required that a needs assessment be conducted during the first year of the contract. Like the previous studies, the assessment polled stakeholders about their needs for technical assistance. Unlike the previous assessments, the current study conducted a review of the recent literature regarding the needs of secondary level transition programs and postsecondary educational institutions.

The 2007 needs assessment addressed the following priority as stated by the absolute priorities for the funding contract (CEDA 84.325A):

Develop a strategic plan for conducting needs assessments for personnel development, technical assistance and dissemination, and technology use activities within the first three months of the grant award. This plan must be submitted to the OSEP Project Officer for review and approval and updated annually. (Management Plan, p. 43).

The focus of the current assessment is on identifying needs in areas traditionally addressed by PEPNet such as managing provision of support services, application of technology in provision of services, and legal requirements for institutions. In addition, this assessment emphasizes the of needs of those providing transitional services to students who are deaf or hard of hearing. As a result, the assessment protocol addresses questions such as developing transition plans, assessment during the transition process, and programming for deaf or hard of hearing adults who will not enter postsecondary educational programs (See the questionnaire items listed in Appendix A).

Review of the Literature

This review begins with a summary of the first two PEPNet needs assessments (Hopkins & Walter, 1998; Billies, Buchkoski, Kolvitz, Sanderson, Walter, 2002). It then reviews other relevant studies reported in the recent literature (Seiler, Everson & Carr, 1992; Luft, 2000; Moser, Langholtz & Brune, 2001; LeNard, 2001; Dodd & Scheetz, 2003; Agnosta, Johnston, Wattle & Zolna-McLane, 2004; Garfin & Dickson, 2004).

PEPNet's first needs assessment (Hopkins & Walter, 1998) queried 10,391 post secondary institutions in the United States and its territories that were listed in the Integrated Postsecondary Education Data System (IPEDS). Included were two- and four-year colleges as well as training programs which offered less than two-year degrees. The questionnaire was designed to gain information about the postsecondary program, the number of deaf and hard of hearing persons being served, the types of services being provided, and needs for technical assistance related to the provision of services to students who were deaf or hard-and-hearing. The key findings from this first assessment included the need for more technical assistance to aid postsecondary programs in administering, planning, and managing their programs for deaf and hard of hearing persons. In addition, respondents indicated a preference for meetings and conferences as modes of delivering technical assistance to service providers at postsecondary institutions.

The second PEPNet assessment (Billies, Buchkoski, Kolvitz, Sanderson & Walter, 2002) targeted 3,969 two and four year postsecondary institutions listed by IPEDS (1,181 postsecondary institutions that provided services to deaf and hard of hearing students and 2,788 institutions not providing services). The questionnaire assessed needs relating to

support services, access and accommodation, promotion of success, and administering support service programs for deaf and hard of hearing students. For each of these areas seven specific questions were asked about the priority placed on the item, the availability of services at their institution, funding of services, and training for personnel. *Interpreting, Funding for Support Services, and Legal responsibility for Services* were listed as a high priority by about 80 percent of the institutions. Fifteen of the 28 target items were listed as a high priority by a majority of institutions. However, of these 15 items, two (*Interpreting* and *Notetaking*) were rated by a majority of respondents as a training concern, while *programming to improve attitudes, management of support services, assistive listening devices, post production captioning of materials, and voice-to-text systems* were listed as concerns. It was recommended that these items might be those that require special attention in developing programming for postsecondary institutions.

The Clerc Center at Gallaudet University used a variety of qualitative strategies to identify needs in the area of transition for deaf and hard of hearing students (LeNard, 2001). Critical needs were defined as those expressed most frequently by the broadest constituency. The Clerc Center identified a number of areas as important unmet needs in the area of transition programming for deaf and hard of hearing youth. These needs were grouped into three major areas: student needs, school needs, and parent needs. The following outlines the major findings.

Student Needs:

- Opportunities for work-based learning, exposure to work, and for paid and volunteer work;
- Opportunities to learn explicitly what they have missed, especially in the areas of skills that underlie decision-making and goal-setting;
- Opportunities to make age-appropriate choices and assume responsibilities from the earliest age;
- Opportunities to learn his or her rights and needs as a deaf or hard of hearing individual and learn how to advocate for him or herself;
- Opportunities to work with staff that have the communication skills and other specialized training to meet his or her transition needs;
- Opportunities for exposure to deaf and hard of hearing role models and contact with the Deaf community;
- Opportunities for improving literacy skills in transition-related programs.

School Needs:

- Developmental, comprehensive curriculum starting in kindergarten that relates school to work and offers work-based learning and opportunities for volunteer and paid work;
- Classrooms and school policies that incorporate independence and choice into the everyday curriculum for deaf and hard of hearing youth;
- More and better information and training for staff and administrators responsible for the transition programming of deaf and hard of hearing students;
- More trained staff to work with deaf and hard of hearing youth;

- More qualified deaf and hard of hearing staff to work with deaf and hard of hearing youth in a variety of capacities;
- Connection with the Deaf community;
- More information and opportunities for developmental tasks.

Parent Needs:

- More information about transition programming as it applies to their son or daughter;
- More information about the rights of deaf and hard of hearing students and adults and about services available;
- More opportunities to be involved with the school;
- More information about incorporating independence and choice into their parenting.

The Vermont Division of Vocational Rehabilitation, in partnership with the State Rehabilitation Council, conducted an assessment of rehabilitation needs of Vermonters with disabilities using a series of focus groups and public hearings (Garfin & Dickson, 2004). Included in the study group was a sample of individuals who were deaf or hard of hearing. The study identified the following areas of need for disabled individuals: information about employment-related issues and specific job opportunities, assistance in preparing for and gaining employment, education and training for a job, ways of gaining work experience, job retention, and information about working and eligibility for social benefits.

A statewide needs assessment survey was conducted in Georgia (Dodd & Scheetz, 2003) to determine if teachers of students who are deaf or hard of hearing felt adequately prepared to educate this population. Questionnaires were reviewed from 110 experienced teachers of students who are deaf or hard of hearing. The following conclusions are based on the survey results:

- The respondents had few professional affiliations.
- As a whole, the respondents spent more time than required by their preparation programs in out-of-class experiences.
- There are specific general education courses (assessment of students with diverse needs, corrective reading the early grades, and teaching critical thinking skills) that the majority of respondents labeled as beneficial but that were not included in their teacher preparation program.
- The frequency of interaction teachers have with selected support personnel varies widely from respondent to respondent.

The Deaf and Hard of Hearing Community Coalition of San Francisco in partnership with the office of the mayor conducted a needs assessment in 2001 (Moser, Langholtz & Brune, 2001). The findings indicated a “serious need for improved communication access, access to publicly funded programs and services, improved capacity for service provision

among deaf and hard of hearing community based organizations, and improved and ongoing cultural competency training” for city departments.

Seiler, Everson & Carr (1992) conducted a national needs assessment of 719 educational and adult service agencies that provided transitional services to individuals with deaf-blindness. Respondents reported the greatest needs for technical assistance in employment and family support, assistive technologies, client assessment/evaluation, and communication training. In the systems and administrative area, respondents indicated the greatest need in personnel training, public education/awareness, funding, and interagency collaboration. The study recommended technical assistance focus on local level interagency teams, whose goals are to develop, implant, and maintain statewide and collaboration transition efforts for youth with deaf-blindness.

In 2003 the state of Maryland conducted a comprehensive statewide assessment focusing on the unmet needs of Maryland citizens with disabilities (Agosta, Johnston, Wagle & Zolna-McLane, 2004). While this study targeted the Division of Rehabilitative Services in Maryland, recommendations included developing innovative programs with local school districts to support the transition process; assurance that stakeholders are aware of promising practices in obtaining and using assistive technologies to increase employment opportunities; developing a plan for achieving cultural competence when dealing with minority citizens with disabilities.

Other than the PEPNet needs assessments, the results from the above studies have documented needs for providing transition programming that leads to independence and knowledgeable job choice. In addition, these studies document the need to provide improved approaches to assessing deaf or hard of hearing individuals with diverse needs, and to insure that they and their guardians are knowledgeable about their legal rights as disabled individuals. Finally, these studies suggest that professionals serving individuals who are deaf or hard of hearing have a need for continued development throughout their working years.

Management of the Needs Assessment Process

Shortly after new contracts were awarded in 2006, the PEPNet directors agreed that PEPNet Northeast would manage the needs assessment and provide the technical assistance necessary for conducting the study. In order to ensure collaboration among the four centers, a team of representatives from each of the centers was established to conduct the assessment. Team members included the following individuals:

Alton Brant, PEPNet South
Virginia Chiaverina, PEPNet Midwest
Mary Morrison, PEPNet West
Jane Nunes, PEPNet Northeast
Patrick Smith, Developer
Michelle Swaney, PEPNet South
Gerard Walter, Team Leader

The team met at Saint Paul College in Minnesota on December 11 and 12, 2006 to map strategies for the needs assessment and to develop an outline of questions to be distributed during the needs assessment process. At that meeting the team developed the following timeline for completing the assessment:

Step One: Develop a working group of representatives from each of the centers
(Completed November 25, 2006)

Step Two: Meet in early December, 2006 to outline the strategic plan.
(Completed December 11-12, 2006, in St. Paul)

Step Three: Draft of strategic plan for review by working group.
(January 3, 2007)

Step Four: Critique of strategic plan for needs assessment by PEPNet Directors
(January 9, 2007)

Step Five: Submit strategic plan for needs assessment to OSEP project officer
(January 15, 2007)

Step Six: Approval of proposal and initiate needs assessment project
(February 1, 2007)

Step Seven: Submit results of needs assessment to PEPNet Directors
(May 1, 2007)

Meeting these benchmarks depended on strictly adhering to these timelines. A draft questionnaire was submitted to a lengthy review process which exceeded the

timeline for completion of the stage. However, the review resulted in a vastly improved instrument, but the project was not completed until July 1, 2007.

In addition to the reporting of results in this document, data gathered from respondents were used to update the PEPNet databases should respondents choose to share directory information as part of their response to the questionnaire. This process not only expanded the existing database but also served to increase the reliability of the information maintained in the databases.

Methodology

Questionnaire. As indicated above, the team developed a list of relevant questions at its meeting in Saint Paul.¹ While these questions address some of the topics covered in the 1996 and 2001 PEPNet assessments, many questions focus on new absolute priorities for the current funding cycle. The needs that were assessed included 100 questions for professionals, and 32 questions for students who are deaf or hard of hearing and/or their parents. These questions were structured into an online questionnaire (<http://netac.rit.edu/pepnetneeds>) with response formats that provided metrics about the perceived acuity of need. The questions were grouped into 11 topical areas (Table 1) and administered to individuals based on their response to a demographic question about the nature of their work. In addition to questions about needs, a set of demographic questions were developed in order to understand the characteristics of the individuals responding. These questions included zip code, job type, gender, ethnicity, years experience working with individuals who are deaf or hard of hearing, and for students and their parents the current grade of the deaf or hard of hearing child. Job types were structured into seven categories (Table 1) for deciding who received which questions: support, service, teachers, administrators, parents, students, and other for individuals who did not choose a job type. In addition to the content questions, the questionnaire also sought to determine preferences for receiving training and materials developed by PEPNet.

Since the list of questions is long, and a wide variety of individuals were targeted, the questions administered to any given individual depended upon the job type. For example, a secondary teacher was administered a slightly different set of questions

¹ Appendix A provides a list of the demographic questions and the questions developed by the team and administered as part of the needs assessment project

than respondents working in the postsecondary arena, and students were administered still a different set of questions. This tailoring of questions permitted matching the experiences of respondents to specific items from the pool of questions. Table 1 indicates which question groupings a specific segment of the respondents received. Solicitation of respondents took place during April and May, 2007.

Table 1. Question types administered to targeted groups

Topic	Student/ Parent	Administrator	Service Provider	Support Personnel	Teacher	Other
Demographics	X	X	X	X	X	X
Interpreting		X		X		
Speech-to-text		X		X		
Captioning		X	X	X	X	
Notetaking		X	X	X	X	
Assistive Listening Devices		X	X	X	X	X
Access		X	X	X	X	X
Testing		X	X	X	X	X
Assessment			X		X	
Transition			X		X	X
Technology		X		X	X	X
Accommodations	X					
Transition Services	X					
PEPNet Training		X	X	X	X	X

Targeted respondents. Two groups were targeted for this needs assessment. The first were professionals providing services to individuals who are deaf or hard of hearing in educational settings. This group was the primary focus of PEPNet's programming and development during the past two funding cycles. Since transition is a major priority of the current cycle, individuals involved in providing transition education and services for individuals who are deaf or hard of hearing were also targeted. This group included secondary level teachers, counselors, administrators, vocational rehabilitation counselors, job coaches, and providers of adult basic education services. In addition to these primary groups, the survey contained specific questions for

individuals who are stakeholders in the postsecondary lives of individuals who are deaf or hard of hearing. Included in this group were students and their parents.

The PEPNet database served as the primary source for potential respondents. Approximately 30,000 requests were mailed to individuals listed on the database (10,000 through e-mail and 20,000 via US mail). E-mails were solicited twice from individuals with known e-mails, while only one postcard was sent to individuals without an e-mail address. As shown below, individuals listed in the database represented a wide variety of stakeholders but with the majority of respondents from postsecondary education programs, the traditional audience for PEPNet technical assistance.

College/University	45%
Elem/Sec Schools	16%
Voc/Tech Schools	10%
Rehabilitation	4%
Others ²	25%

To expand the reach of the survey to other stakeholders, notification of the questionnaire was posted on listservs for groups interested in this assessment and on the PEPNet website. Some of the listservs included State Registry of Interpreters for the Deaf, Association for Higher Education Disability, PEPNet, State Associations of the Deaf, Disability consortia, National C-Print and National Typewell providers. Any individuals interested in responding were directed to a URL where the questionnaire could be completed.

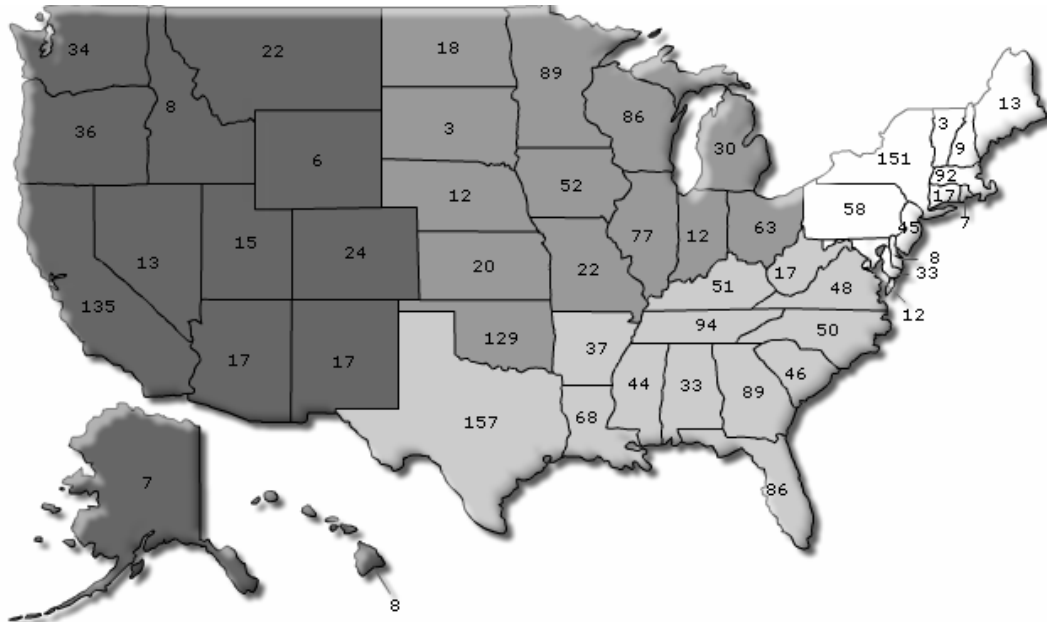
Results

A total of 2,231 individuals responded. The map in Figure 1 indicates that responses were received from every state with 36 percent of responses from PEPNet South, 27 percent from PEPNet Midwest, 20 percent from PEPNet Northeast, and 17 percent from PEPNet West. It is not possible to provide a specific response rate, since the total number of respondents is a combination of listings in the PEPNet database and others responding as a result of posting on listservs and by word of mouth. However, to inquire whether increasing the number of responses would change the results, an analysis by date of response indicated there have been no significant changes in the results since the first

² Including governmental agencies, advocacy groups, speech and hearing associations, religious groups, referral agencies, etc.

week of data collection. Only 25 percent of the respondents had completed the questionnaire during the first week. From these data we can assume that adding another 2,000 or 3,000 responses probably would most likely not change the results.

Figure 1. Distribution of respondents by state and PEPNet region.



As indicated above, 100 questions were developed for the needs assessment (Appendix A). Individuals were administered questions dependent upon their particular job title (The first question in the demographic section). Table 2 lists the number and percentage of respondents with individual job titles. Note also that the titles have been grouped into six categories and an OTHER group. It can be seen that, by far, individuals who provide support services to students with disabilities represented over 30 percent of all respondents. Teachers represented 18 percent of responses, with administrators and service personnel accounting for 14 percent each. Only five percent of responses were from students or parents³. The “OTHER” category accounted for 18 percent of all respondents.

³ The reader is reminded that parents and students received an entirely different set of questions that assessed the availability and usefulness of transition programming and support services.

Table 2. Number and percentage of respondents by occupation type.

TYPE	Frequency	Percent
Support	685	30.7%
Disability Services Coordinator	280	12.6%
Interpreter	271	12.1%
Interpreter Coordinator	87	3.9%
Speech-to-text Provider	41	1.8%
Speech-to-text Coordinator	3	.13%
Notetaker	3	.13%
Administrator	321	14.4%
Postsecondary Administrator	128	5.7%
Director Disability Services	119	5.3%
K-12 Administrator	63	2.8%
State Director Special Education	11	.49%
Teacher	400	17.9%
Teacher of the Deaf	240	10.8%
Teacher Postsecondary	93	4.2%
Teacher Special Education	44	2.0%
Teacher	23	1.0%
Service	310	13.9%
Rehabilitation Professional	151	6.8%
Counselor	99	4.4%
Transition Coordinator	23	1.0%
Psychologist	15	.67%
Audiologist	12	.54%
Speech Pathologist	10	.45%
Student	71	3.2%
Parent	40	1.8%
Other	404	18.1%
Totals	2231	100%

Respondents were also asked to indicate their gender, ethnic affiliation, and hearing status. Eighty-one percent of respondents were female, indicating that the audience for PEPNet technical assistance is primarily female. Eighty percent of respondents indicated they were hearing with 11 percent being deaf and nine percent hard of hearing. These statistics indicate that individuals responding to the needs assessment reported a hearing

disability at twice the rate that occurs in the general population. Finally, 88 percent of respondents indicated they were white and not a member of an ethnic minority. Three percent of respondents indicated Hispanic ancestry and five percent indicated African American ancestry. The remaining four percent were divided among Asian, Pacific Islanders, Native Americans and Others.

Overall, the respondents can be characterized as being primarily white females whose median age is 50 and who have been working for approximately 14 years with students who are deaf or hard of hearing in a variety of educational settings at the postsecondary level.

As indicated in the methods section, respondents did not receive every question. Table 3 lists the median number of respondent types answering each of the question categories, and Table 4 provides information about the number of individuals who responded to each of the questions. As can be seen, the N's for each question category is sizable. The smallest number of individuals answering the professional questions totaled more than 500 and the largest more than 1500. Since the numbers of parents and students responding was small (71 parents and 40 students), the question responses are likewise small.

Table 3. Median number of individuals responding to each question category

	Student/Parent	Administrator	Service	Support	Teacher	Other	Total
Interpreting		246		548			799
Speech-to-text		203		423			631
Captioning		227	219	510	318		1270
Notetaking		229	207	479	287		1199
Assistive Listening Devices		230	246	473	317	272	1557
Access		99	229	223	320	289	1157
Testing		233	237	495	315	263	1548
Assessment			234		298		545
Transition			234		274	227	739
Technology		227		487	280	265	1267
Accommodations	98						
Transition Services	90						

What did the respondents tell us?

Responses are reported by question type and then divided into the broad job categories described above. Graphic summaries of these results are presented in appendix B for the 100 professional questions and in appendix C for the parent/student questions. The reader can refer to these appendices for detailed question-by-question response percentages. Since the goal of this project is to highlight the needs specified by individuals providing service to deaf and hard of hearing individuals, the body of this report will focus on the needs that received the highest percentage response. The reader is cautioned that these needs may vary from locale to locale, from institution to institution, or from provider to provider. Since PEPNet must use these results to develop training priorities, only overall needs, will be reported here. The reader is also reminded that there were 100 specific needs assessed for the professional respondents and 30 for respondents who were students or parents.

The broadest level of analysis is that of the question categories. Figure 2 represents the overall level of needs for each of the ten question categories. It can be observed that the Assessment and Transition categories had the overall highest need ratings, while Notetaking and Access had the lowest relative ratings. It must be noted that more than two thirds of all respondents indicated needs for all categories of questions.

Figure 2. Overall need ratings by question area.

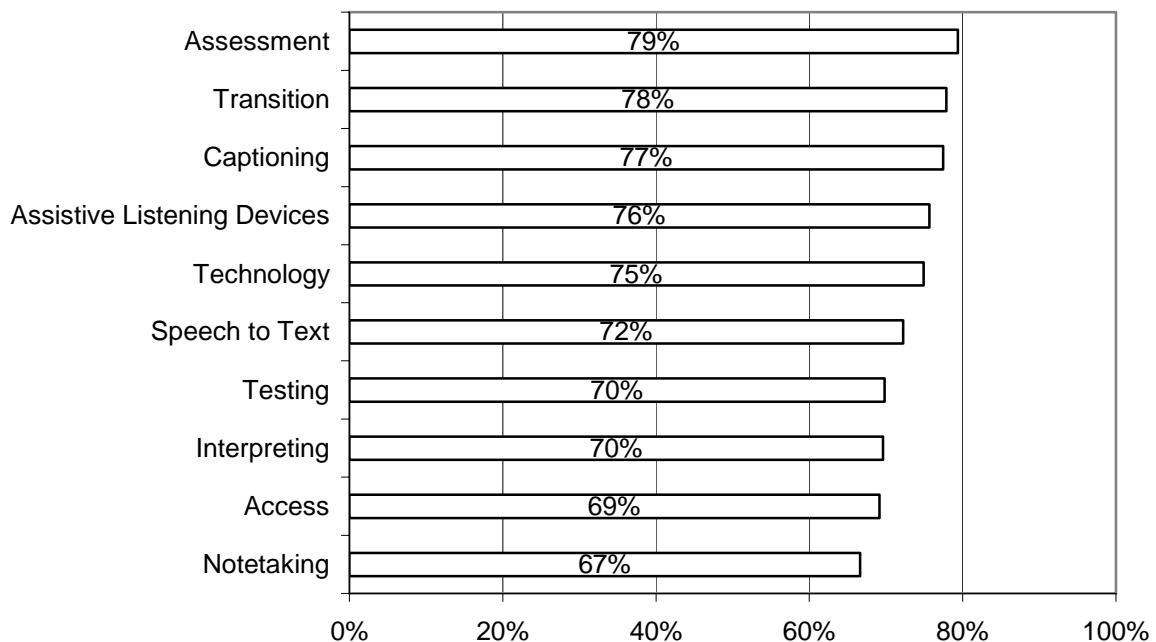


Table 4 lists needs summaries for the professional questions ranked by the percent of respondents indicating an item as “needed” or as a “critical need”⁴. The table also lists the total number of responses to the question. From the table it can be seen that the items receiving the highest needed responses (top shaded) were “Assessment of Students with Learning Disabilities” (88%) and “Captioning of Streamed Media” (86%). Twenty-one additional items were rated by 80 percent of respondents as being needed. Note also that of the top rated items 13 are from two questioning categories, transition (9) and Assessment (4). This finding indicates the need for assistance to support transition programming for students who are deaf or hard of hearing and the importance of proper assessments in providing good transition programming.

While it is important to know those areas of technical assistance that are perceived to have the highest need, it is also important to know those that received the lowest rankings (bottom shaded). Table 4 lists 13 items that less than two-thirds of respondents ranked as needed. On average only 10 percent of respondents rated these items as a critical need. These may be areas that PEPNet will not want to include as priorities for development.

As indicated in the methodology section, parents and students who responded were administered questions concerning the availability and usefulness of high school and college accommodations, and transition services provided during high school. Question by question summaries are provided in Appendix C. Since only 111 parents and students responded the results should not be considered definitive. However, it may prove useful to briefly summarize the findings.

From appendix C it can be observed that, with the exception of high school seating accommodations, significant numbers of respondents indicated that important accommodations such as interpreting, notetaking, ALD’s and speech-to-text services were either not available or respondents were not sure if they were available. On the other hand, with the exception of ALD’s, oral Interpreting, and cued speech, the other listed accommodations were generally viewed as useful by the majority of respondents.

⁴ There were no definitions given respondents concerning “needed” or “critical need”. Subjects were allowed to determine their own perceptions of these assessments.

Table 4. Item by item needs percentages ranked by level of need.

Needs Assessment Question	% Needed	% Critical	TOTAL (Needed + Critical)	Number of Responses
Assessment Learning Disabilities	52%	35%	88%	557
Captioning Streamed Media	59%	26%	86%	1270
Assessment Emotional Disabilities	51%	32%	83%	550
Captioning added to Media	56%	27%	83%	1254
Transition Co-occurring Disabilities	54%	29%	83%	686
Speech to Text Troubleshooting	62%	19%	82%	631
Transition Job Placement	49%	33%	81%	684
Transition Advocacy	49%	32%	81%	793
Transition Cooperative work	50%	31%	81%	698
Interpreting Disabilities	65%	16%	81%	815
Transition Inclusion Job Placement	52%	29%	81%	681
Transition Career Options	52%	29%	81%	775
Technology Webcasting	56%	24%	81%	895
Interpreting Vocabulary	57%	23%	81%	834
Transition College Retention	52%	29%	81%	738
ALD's Use With Aids	59%	22%	81%	1557
Speech to Text Remote	61%	19%	81%	637
Assessment Visual Disabilities	56%	25%	80%	543
Transition Inclusion Coop Pgms	52%	28%	80%	682
Assessment Psychiatric Disabilities	49%	31%	80%	543
ALD's Troubleshooting	61%	19%	80%	1528
Transition Role Models	52%	27%	80%	702
Technology Video Conferencing	56%	24%	80%	928
Assessment Academic Readiness	49%	30%	79%	544
Transition Accommodations	52%	27%	79%	806
Speech to Text Evaluation	66%	13%	79%	617
Transition Inclusion Vocational	51%	28%	79%	674
Assessment English	49%	30%	79%	548
Technology Online Learning	53%	26%	79%	928
ALD's Appropriate	60%	19%	79%	1534
Interpreting Evaluation	63%	16%	79%	780
Interpreting Mentoring	60%	18%	79%	823
Technology Remote Speech-Text	60%	18%	78%	1282
Technology Remote Interpreting	59%	19%	78%	1291
Assessment Standardized Tests	48%	30%	78%	546
Speech to Text Credentials	61%	17%	78%	631
Speech to Text Processing	60%	17%	77%	622
Transition Job Coaching	52%	25%	77%	683
Access Tutoring	54%	23%	77%	1152
Interpreting Remote	58%	19%	77%	799
Captioning Open/Closed	59%	18%	77%	1294
Assessment ASL	49%	27%	77%	526
Captioning Legal Mandates	58%	19%	77%	1296
Technology Podcasting	54%	23%	77%	852
Access Teaching	53%	23%	77%	1155
Transition Legal Mandates	53%	23%	77%	787
ALD's Available	60%	17%	77%	1573
Speech to Text Management	63%	13%	76%	615
Transition College Search	53%	23%	76%	739
Technology Universal Design	58%	18%	76%	1320

Table 4 (continued). Item by item needs percentages ranked by level of need.

Needs Assessment Question	% Needed	% Critical	TOTAL (Needed + Critical)	Number of Responses
Transition Social Skills	52%	24%	76%	760
Speech to Text Compensation	58%	17%	76%	618
Speech to Text Strategies	61%	15%	76%	633
Transition College Requirements	52%	24%	76%	747
Transition College Options	53%	22%	75%	741
Assessment Foreign	50%	25%	75%	505
Captioning In-house/Outsourcing	59%	16%	75%	1224
Transition Financial Issues	49%	26%	75%	756
Transition Inclusion in ABE	48%	26%	75%	649
Transition Academic Proficiency	50%	25%	75%	755
Interpreting Compensation	55%	20%	75%	780
Testing Other Disabilities	55%	19%	74%	1526
Speech to Text Disabilities	61%	13%	74%	616
Transition Inclusion GED	48%	26%	74%	639
Interpreting Management	56%	17%	74%	778
Technology 504ADA	57%	16%	73%	1354
Assessment Accommodations	50%	23%	73%	554
Speech to Text Recruiting	59%	15%	73%	622
Captioning Postproduction	57%	16%	73%	1191
Interpreting Credentials	55%	17%	73%	785
Testing Alternative Formats	53%	19%	73%	1535
Access Consortiums	56%	16%	72%	1123
Technology Voice Recognition	57%	15%	72%	1267
Interpreting Recruiting	52%	20%	72%	784
Captioning Copyright	58%	13%	72%	1276
Transition Living Skills	48%	23%	71%	744
Access Telecommunications	51%	19%	70%	1159
Testing Using an Interpreter	51%	19%	70%	1555
Speech to Text Large Groups	54%	16%	70%	623
Access Signaling Devices	48%	21%	70%	1169
Technology Video Relay	53%	15%	69%	1324
Notetaking Field	55%	13%	68%	1237
Notetaking Format	57%	11%	68%	1223
Notetaking Disabilities	55%	12%	67%	1174
Testing Appropriate	49%	18%	67%	1559
Speech to Text Ergonomics	55%	11%	67%	639
Access Legal Mandates	50%	16%	67%	1212
Testing Extra Time	50%	15%	65%	1548
Interpreting Ergonomics	55%	9%	64%	817
Speech to Text Roles	50%	14%	63%	652
Access Impact	44%	19%	63%	1211
Notetaking Compensation	52%	11%	63%	1172
ALD's Access	48%	14%	62%	1581
Speech to Text Scheduling	52%	10%	62%	639
Technology Correspondence	45%	15%	61%	823
Interpreting Scheduling	48%	11%	60%	813
Access Early Registration	48%	9%	57%	1068
Interpreting Roles	37%	14%	52%	841
Speech to Text Field	45%	5%	50%	632
Interpreting Field	31%	6%	38%	708

The picture changes considerably when respondents were queried about availability and usefulness of accommodations during college. With the exception of oral interpreting and cued speech, accommodations were generally available at the college level, and were considered useful by a majority of respondents.

Results concerning availability and usefulness of transition programming indicate that a majority of respondents had programs available in college search, career choice and how to be successful in college. Less than 50 percent of respondents indicated availability of programs to support finding a job, managing money, advocacy, independent living, and legal issues. The fact that many transition programs appear not to be available, contrasts sharply with the perceived usefulness of such programming. Over 60 percent of respondents indicated that transition programming in the assessed areas are useful or very useful.

Because of the low number of respondents, these results must be interpreted carefully. While, parents and students are not a primary target audience for PEPNet, perhaps these preliminary results can be considered a pilot for a larger study by an organization whose primary audience is parents and students. It is interesting that, at the high school level, there is a mismatch between availability and perceived usefulness of services and programs.

How respondents want to receive their training

Respondents were queried concerning their preferences for receiving information and training from PEPNet. Table 5 indicates that workshops were the preferred mode of training. Online learning is also highly desirable. These results would indicate that PEPNet can use a variety of new media⁵ applications for disseminating its materials and training. It also appears that many respondents still view conferences as a way of networking and gaining knowledge about best practices. Few respondents view the use of hotlines, phone

⁵ New media is a generic term for the many different forms of electronic communication that are made possible through the use of computer technology. The term is in relation to "old" media forms, such as print newspapers and magazines that are static representations of text and graphics. New media includes: web sites, streaming audio and video, chat rooms, e-mail, online communities, web advertising, DVD and CD-ROM media, virtual reality environments, integration of digital data with the telephone, such as Internet telephony, digital cameras, and mobile computing. Use of the term *new media* implies that the data communication is happening between desktop and laptop computers and handhelds, such as PDAs, and the media they take data from, such as compact discs and floppy disks. (http://isp.webopedia.com/TERM/N/new_media.html)

conferences or chat rooms as desirable ways of receiving information. It is interesting that while online learning was viewed as desirable, webcasting and podcasting did not receive high ratings. While the reason for this discrepancy can not be determined from the data, it is possible that many respondents have not had experience with these newer methods of digital information transfer. Perhaps PEPNet can serve as a model for using new media applications for communicating with its broad and varied constituency.

Table 5. Preferences for receiving PEPNet training.

Training Type	% Requesting
Workshops	59%
Online learning	55%
Conferences	45%
E-reports	37%
Webcasting	36%
Listserv	32%
Video conferences	29%
Printed reports	28%
Site visits	24%
Podcasting	17%
Chat room	14%
Phone conference	10%
Hotline	9%

Conclusions

As one examines the summary statistics presented in the above tables, it becomes clear that virtually all of the items chosen for assessment have significant levels of need. Of the 100 individual needs assessed, all but two (“Providing interpreters information about the field of deafness”, and “Providing speech-to-text providers information about the field of deafness”) received ratings of need by a majority (greater than 50 percent) of respondents. Actually, all but 13 were rated as a need by two-thirds or more of respondents. Clearly almost all of the identified

areas have some level of need. However, as indicated by the results presented above, some areas have relatively higher levels of need than others. Four categories of items bear special mention: assessment and testing, support for transition programming, improving access through technology, and legal considerations. These are areas that PEPNet should consider for future development.

Assessment and Testing. The PEPNet needs assessment 2007 identified a significant need for training and information related to assessment and testing in three specific areas. The first area concerns *the assessment of individuals who are deaf or hard of hearing with suspected co-occurring disabilities*. Specifically, 88 percent of respondents reported a need for training related to the assessment of students who are deaf and hard of hearing with a suspected learning disability, 83 percent reported a need for training related to the assessment of students who are deaf and hard of hearing with suspected emotional disabilities, and 80 percent reported a need for training related to the assessment of students who are deaf or hard of hearing with a suspected psychiatric or visual disability.

The second area concerns *the assessment of deaf and hard of hearing individuals' academic readiness skills (with and without co-occurring disabilities)*. Eighty-two percent of service providers reported this as a need. Assessment has become a significant component of placement for individuals during transition from secondary school to work, alternative programs, or postsecondary educational settings. This area includes use of standardized tests for assessing mastery of content for admission to college and other training programs.

The third area concerns *accommodations provided during testing or assessment of individuals who are deaf or hard of hearing*. No best practices or guidelines exist for when and where accommodations (the use of an interpreter and/or extended test time) should be provided for students who are deaf or hard of hearing during testing or assessments. Seventy percent of respondents indicated a need for information about use of an interpreter in testing situations, and 72 percent indicated a need for training in authorizing appropriate testing accommodations. Interpreting in testing situations is generally not part of a standard curriculum in an interpreter training program, and no best practices have been established. As a result, decisions are

generally made on a case-by-case basis. This need is affirmed by the number of ongoing concerns reported on DSSHE and PEPNet listservs.

Needs that Support Transition Programming. Much of the emphasis of PEPNet's technical assistance and training during the first two PEPNet funding cycles was in the area of traditional postsecondary access and accommodations. The needs identified in the area of transition points clearly to a need for PEPNet to develop new trainings and products in the area of transition. Questions relating to transition made up 9 of the 23 items that 80 percent or more of respondents indicated as being needed. These included *transition programming for students with co-occurring disabilities, transition programming for exploring careers and finding work, assistance with issues relating to college retention, developing skills in advocacy, and providing adequate role models* for students who are deaf or hard of hearing.

Of all the areas identified by the current needs assessment, transition issues appeared as the area with the greatest median need for technical assistance and training (79%). In all of the indicated transition training needs, the highest identified aggregate need was for specific *training in the area of students who are deaf/hard of hearing with co-occurring disabilities*. Ninety percent of service professionals directly involved in transition issues (professionals such as rehabilitation professionals, counselors, and transition coordinators as well as health care service professionals such as psychologists, audiologists, and speech pathologists) reported a high need for training in this area.

Also, specific training in the area of *issues faced by secondary students when transitioning to vocational training and work settings* was identified as the area of highest need for training. Approximately one-third of the respondents to transition questions indicated that there was a critical need for information in the area of developing job placements, cooperative work, internship positions, exploring career options, developing self advocacy skills, and developing role models options.

Many of the same needs identified for students transitioning from secondary school to work such as *self-advocacy skills* and *exploring career options* were also training needs in the area of students transitioning to traditional two and four-year postsecondary institutions as well as for students transitioning into and out of alternative programs such as GED and Adult Basic Education. PEPNet has addressed some of these transition areas in the past, especially with its programs for

career exploration and the videos about successful deaf persons. Perhaps more needs to be done to market these to a broader audience of support personnel, service providers and teachers.

Improving Access Through Technology. PEPNet has provided training and technical assistance on access and accommodations as required by the past two grant contracts. As a result, it appears that many professionals have a basic understanding of legal mandates for service provision (ADA), deaf and hard of hearing awareness issues (Deafness 101), and common service options (interpreting, notetaking, speech-to-text services, etc.). While a foundation of shared knowledge and best practices has been established, the current assessment has identified a need for training that provides a more in-depth, comprehensive understanding of accommodations. This assessment identified another set of needs that are technology based.

An area of need with consistently high ratings was the use of technology to expand opportunities and improve access to educational settings and the new media applications available in the digital age. Eighty-six percent of respondents indicated a need for *captioning of new media programs*. Providing access to web-based technologies has become a critical need, especially with the rapid growth of online audio and video applications, and the myriad of online educational programs now being used by an increasing number of postsecondary institutions. More than 80 percent of respondents indicated a need for assistance in providing captioning of streamed media productions such as webcasts, videoconferences, and online learning programs. Seventy-three percent of respondents indicated a need for information about post production captioning.

A second area has to do with *the use of Assistive Listening Devices (ALDs)* to provide access in a variety of educational settings. Eighty percent of respondents indicated a substantial need to have a better understanding of how to troubleshoot problems that arise when individuals who are deaf or hard of hearing are using ALDs. In addition, a similar percentage of respondents indicated a substantial need for information to better determine the most appropriate ALD for use with hearing aids, cochlear implants, and other amplified environments.

A third area of need related to technology was the *provision of remote speech-to-text services* in non-traditional settings such as large audiences, remote services,

webcasting, online learning, videoconferencing, and podcasting. More than three quarters of respondents indicated a need for information and training in providing speech-to-text services for non-traditional settings such as projections to large audiences. This need supports the priority in the 2006 request for proposal which states that the four regional centers must “demonstrate how postsecondary institutions can use technology to meet their responsibilities under Federal statutes, including section 504 of the Rehabilitation Act of 1973, as amended, and the Americans with Disabilities Act, to provide access and accommodations to individuals who are deaf.” This mandate requires that PEPNet explore approaches for making non-traditional programming accessible to students who are deaf or hard of hearing.

Legal Issues. The assessment asked a number of questions concerning the need for information regarding the legal aspects of providing services to students who are deaf or hard of hearing. Two themes emerged from the analysis as significant.

The first concerns the *legal aspects and mandates of providing access to deaf and hard of hearing students utilizing digital media applications*. Questions in the survey relating to “Understanding Legal Mandates for providing Captioning” (77%), ‘Understanding Requirements of 504 and ADA Related to Technology” (73%) and “Understanding Copyright Issues related to Captioning” (72%) all stress the need for providing information in this area. This result can be considered a corollary to the need described in the technology section for providing captions for new digital media applications.

The second area concerns the legal requirements for providing interpreting or speech-to-text services, both on-site and in a remote format. More than 70 percent of respondents indicated a need for assistance in assessing qualifications/credentials when retaining services of an interpreter or speech-to-text provider. Requirements become more complex when the services are remotely provided across state boundaries where laws may vary. Additionally, questions arise concerning the requirements for securing remote services when local providers are unavailable.

When analyzing differences by type of job (see Appendix B) it was discovered that smaller percentages of administrators viewed the questions as needed than for

other respondent types. This finding may indicate that administrators are not as aware of the needs of students who are deaf or hard of hearing. PEPNet may wish to investigate developing training programs or use the Deafness 101 program to target administrators in postsecondary education programs. This group is certainly important if changes in the delivery of services for deaf and hard of hearing persons is to be improved.

Finally, we note that the findings from the current needs assessment are supported by findings from other needs assessments. While each of the reviewed needs assessments had a somewhat different focus and target group, when taken together there is remarkable support for the findings reported here. We find that issues related to improving access through technology was a recommendation in the previous PEPNet needs assessment (Billies, Buchkoski, Kolvitz, Sanderson & Walter, 2002) and in the recommendations made by Seiler, Everson & Carr (1992). Needs for supporting transition programming, although a new area for PEPNet has been well documented by studies reported by LeNard (2001), and Agosta, Johnston, Wagle & Zolna-McLane (2004). The broad area of assessment is documented in the study by Seiler, Everson & Carr (1992) as well as by Dodd & Scheetz (2003). Lastly, legal issues were a priority in the first two PEPNet needs assessments and in the studies of LeNard (2001), Moser, Langholtz & Brune, (2001) and Garfin & Dickson (2004). This support from the literature strengthens the results and recommendations made in this report.

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Appendix A

Questions administered during the 2007 PEPNet Needs Assessment.

<http://netac.rit.edu/pepnetneeds>

Hearing
Your Ethnicity
African American
Asian
Native American
Pacific Islander
White
Other
Access/Accommodations
Rate your needs related to interpreting services for students who are deaf or hard of hearing:
Working conditions
Understanding Roles & Responsibilities
Approaches to scheduling
Understanding health and safety issues/ Ergonomics
Professional Development
Knowledge and development of specialized vocabulary
Function and models for mentoring
Options for providing Video Remote Services
Strategies for interpreting for persons with Co-occurring Disabilities
Employment
Understanding the evolution of the field
Strategies and options for recruitment
Considerations when assessing qualifications/credentials
Approaches to providing ongoing evaluations
Strategies for effective management of services
Approaches to compensation
Rate your needs related to speech-to-text (CART, C-Print, Typewell etc.) services for students who are deaf or hard of hearing:
Working conditions
Understanding Roles & Responsibilities
Approaches to scheduling
Understanding health and safety issues/ Ergonomics
Speech-to-Text Skills
Preparation Strategies
Improving real-time processing skills
Options for Technology Troubleshooting
Options for providing remote speech-to-text services
Providing speech-to-text services for large venues
Strategies for providing speech-to-text for persons with co-occurring disabilities
Employment
Understanding the evolution of the field
Strategies and options for recruitment
Considerations when assessing qualifications/credentials
Approaches to providing ongoing evaluations
Strategies and components of effective management of services
Approaches to compensation
Rate your needs related to Notetaking Services for students who are deaf or hard of hearing:
Approaches to providing notetaker training
Options for notetaking format (on-line, special paper)
Approaches to compensation
Approaches to notetaking for students with co-occurring disabilities
Other _____
Rate your needs related to Assistive Listening Devices services for students who are deaf or hard of hearing:
Understanding the role of ALDs in providing communication access
Understanding the range of available ALDs
Determining the most appropriate ALD for the setting
Determining the most appropriate ALD for use with hearing aids, cochlear implants, etc.)
Understanding how to troubleshoot problems that arise with ALDs
Other _____

Rate your needs related to Captioning for students who are deaf or hard of hearing:
Guidelines for open/closed captioning
Understanding copyright issues
Understanding legal mandates
Options for in-house vs. contracting out services
Developing in-house post-production capabilities
Understanding how to add captions to media (VHS Tapes, DVDs, Digital Media)
Providing access to audio and/or video media streamed on the internet
Other _____
Rate your needs related to Testing Accommodations for students who are deaf or hard of hearing:
Determining appropriateness of testing accommodations
Considerations for determining use of extended test time
Considerations when determining use of interpreter as a test accommodation
Considerations for determining alternative test formats (i.e. essay vs. multiple choice) and language modifications
Approaches to testing accommodations for students with co-occurring disabilities
Other _____
Rate your needs in the area of access for students who are deaf or hard of hearing including those with co-occurring disabilities:
Understanding the academic and social impact of hearing loss
Effective teaching strategies
Effective tutoring strategies
Understanding legal mandates (504/ADA)
Approaches to developing consortium & collaborative agreements
The role of preferential registration
Institution's/agency's responsibilities for providing signaling devices (visual fire alarms, door buzzers, etc)
Option for Telecommunications (videophone, TTY, IM)
Other _____
Assessment
Rate your needs for assessing students who are deaf or hard of hearing.
Understanding the issues for deaf/hard hearing students in standardized testing (ACT, SAT, state mandated testing)
Providing Accommodations for Assessments
Evaluating English competencies
Evaluating ASL competencies
Evaluating academic readiness
Evaluating foreign students whose English is a second language
Evaluating deaf and hard of hearing students with learning disabilities (including ADD,ADHD)
Evaluating deaf and hard of hearing students with behavioral-emotional disabilities
Evaluating deaf and hard of hearing students with psychiatric disabilities.
Evaluating deaf and hard of hearing students with visual disabilities.
Other _____
Transition
Rate your needs for providing transition services to students who are deaf or hard of hearing:
Transition Components
Evaluating academic proficiency
Evaluating social skills
Assessing independent living skills
Exploring career options
Understanding financial considerations
Understanding the impact of legal mandates (IDEA vs. ADA/504)
Developing self advocacy skills
Understanding access/accommodations options
Secondary to Post Secondary Education
Exploring college options
Strategies for effective college search & selection
Understanding documentation requirements
Developing retention strategies
Secondary Education to Work
Developing job coaching options

Developing role model options
Developing cooperative work & internship positions
Developing job placement/apprenticeships
Alternative programs
Developing strategies for successful inclusion in adult basic education program.
Developing strategies for successful inclusion in GED programs
Developing strategies for successful inclusion in vocational training
Developing strategies for successful inclusion in cooperative work & internship positions
Developing strategies for successful inclusion job placement
Providing transition services for students with co-occurring disabilities:
Other _____
Technology Needs
Rate your needs for providing access (inclusion) to students who are deaf or hard of hearing when courses utilize the following:
On-line learning (Blackboard/WebCT, digital media, D2L, Web-based research)
Correspondence Courses (through U.S. mail via CD, DVD, etc.)
Podcasting (recorded audio broadcast over the internet)
Webcasting (live or recorded audio and video broadcast of the internet)
Videoconferencing (live simultaneous audio and video communications between multiple locations)
Other _____
Rate your other technology training needs for serving students who are deaf or hard of hearing, including those with co-occurring disabilities:
Understanding Video Relay Services (VRS) - (Sorenson, Hamilton, Sprint etc.)
Applications of Video Remote Interpreting (VRI) - (using technology to provide an interpreter from an off-site location)
Application of Remote Speech-to-Text (CART, C-Print, Typewell) - (using technology to provide speech-to-text captioning services from an off-site location)
Understanding requirements of Section 504, ADA as it applies to technology
Understanding the application of Universal Design (inclusive design of technology that is accessible to as many people as possible)
Applications of voice recognition software (software programs such as Dragon and ViaVoice)
Other _____
Indicate your preference for PEPNet trainings (Check all that apply):
Traditional approaches
Phone Conferencing
Site Visits
Workshops/Seminars
Conferences
Hard Copy Reports
Hot Line Availability
Videoconferencing (live simultaneous audio and video communications between multiple locations)
Web-based approaches
Online Learning (live or recorded training modules available on the internet)
Podcasting (recorded audio broadcast over the internet)
Webcasting (live or recorded audio and video broadcast over the internet)
Electronic Reports (documents available via e-mail or on the internet)
Listserv (e-mail based mailing lists)
Online Chat Room or Instant Messaging (live text chat over the internet)
Other _____
Student/Parent Questions
Tell whether the following accommodations were available for your high school or adult education classes and how useful they were for your education:
Tell whether the following accommodations were available for your son/daughter's high school or adult education classes and how useful they were for their education:
Classroom Accommodations
Sign Language Interpreting
Oral Interpreting (inaudible repeat of spoken message for student to speechread)
Cued Speech (system of handshapes near the face to supplement the information available on the lips during speech)
Speech-to-Text (Typewell, C-print, CART, Voice Writers; which convert spoken language into words on a computer or projection screen, as the words are spoken)
Notetakers (allowing student to attend to speechreading/interpreter/captions)
Testing Accommodations (extra time, interpreted directions, text editing)
Classroom Accommodations (Continued)
Assistive Listening Devices (FM, Infrared, or loop systems allowing instructor's voice to be transmitted to the receiver)

worn by the student)
Special Seating in Classes
Captioned Television or Films
Other Accommodations
Signaling Devices (visual fire alarms, door buzzers, visual alarm clocks, etc)
Telecommunications Devices (TTY, Phone amplification, IM, videophone)
Preferential Registration for Classes (Signing up for classes earlier to allow for provision of services/accommodations)
Tell whether the following accommodations were available for your college classes and how useful they were for your education:
Tell whether the following accommodations were available for your son/daughter's college classes and how useful they were for their education:
Classroom Accommodations
Sign Language Interpreting
Oral Interpreting (inaudible repeat of spoken message for student to speechread)
Cued Speech (system of handshapes near the face to supplement the information available on the lips during speech)
Speech-to-Text (Typewell, C-print, CART, Voice Writers; which convert spoken language into words on a computer or projection screen, as the words are spoken)
Notetakers (allowing student to attend to speechreading/interpreter/captions)
Testing Accommodations (extra time, interpreted directions, text editing)
Classroom Accommodations (Continued)
Assistive Listening Devices (FM, infred, or loop systems allowing instructor's voice to be be transmitted to the receiver worn by the student)
Special Seating in Classes
Captioned Television or Films
Other Accommodations
Signaling Devices (visual fire alarms, door buzzers, visual alarm clocks, etc)
Telecommunications Devices (TTY, Phone amplification, IM, videophone)
Preferential Registration for Classes (Signing up for classes earlier to allow for provision of services/accommodations)
Tell whether the following transition services were available at your high school and how useful they were for you:
Tell whether the following transition services were available at your son/daughter's high school and how useful they were for their development:
Training on how to live independently
Training on approaches to choosing a career or job
How to manage money (banking, credit cards, saving, etc)
Training about an individual's legal rights as a deaf or hard of hearing person
Training about how to communicate/advocate for accommodations/needs to others
Strategies for finding a job or apprenticeship
Approaches to college search, application and selection
Tips for being successful in college
Other _____
Would you like to be added to PEPNet's mailing list? Yes No
Do you have any additional comments that might be helpful to PEPNet's Needs Assessment

Appendix B

Percent of respondents indicating need for questions in each question area.

B1 Interpreting

B2 Speech-to-text

B3 Notetaking

B4 Assistive Listening Devices

B5 Captioning

B6 Testing

B7 Access

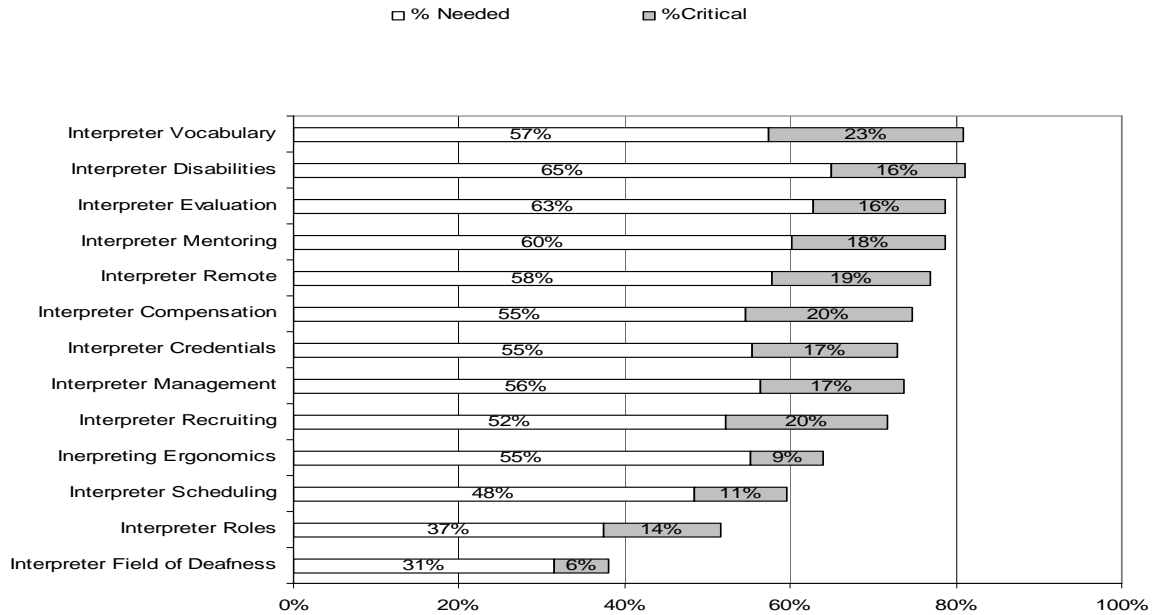
B8 Assessment

B9 Transition

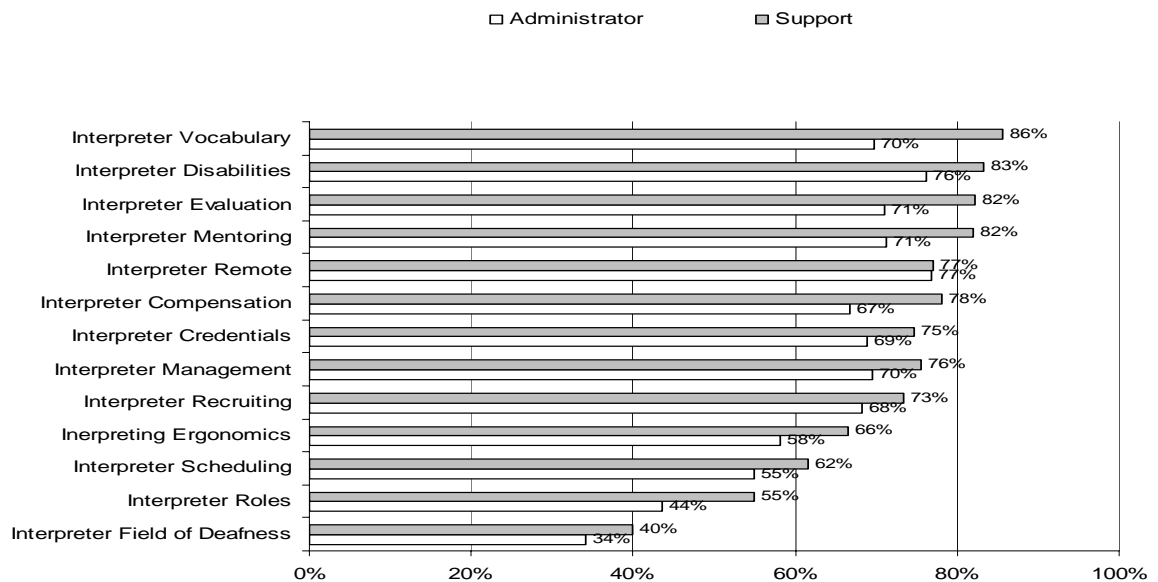
B10 Technology

B1 Interpreting Questions

All Respondents
Median Number Responding = 789

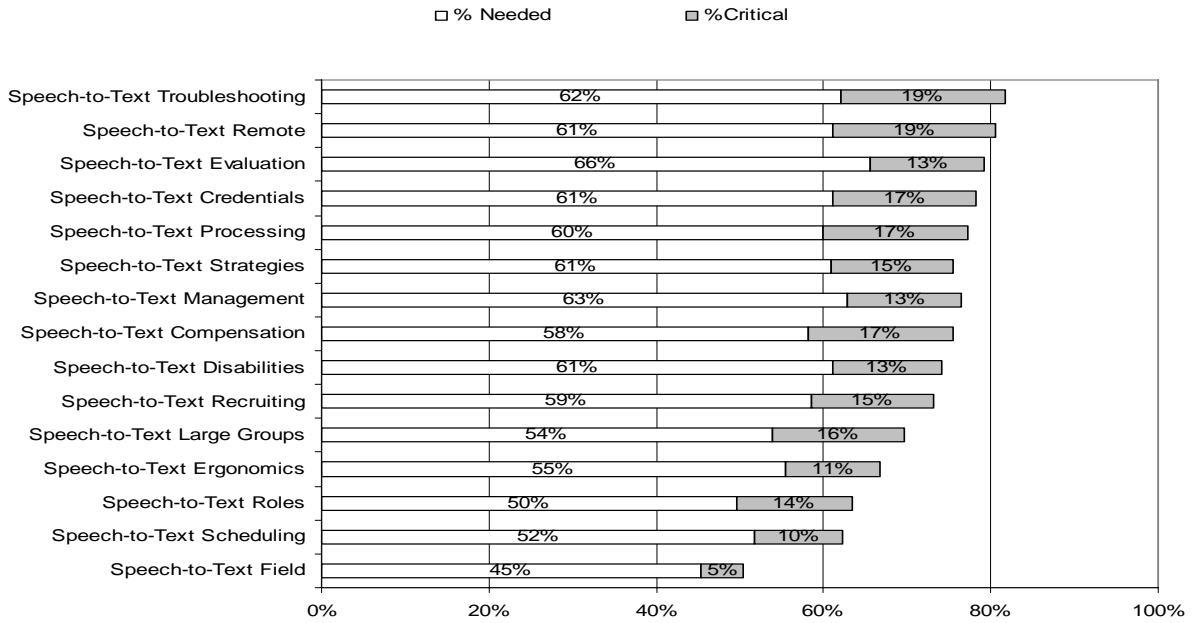


By Respondent Type

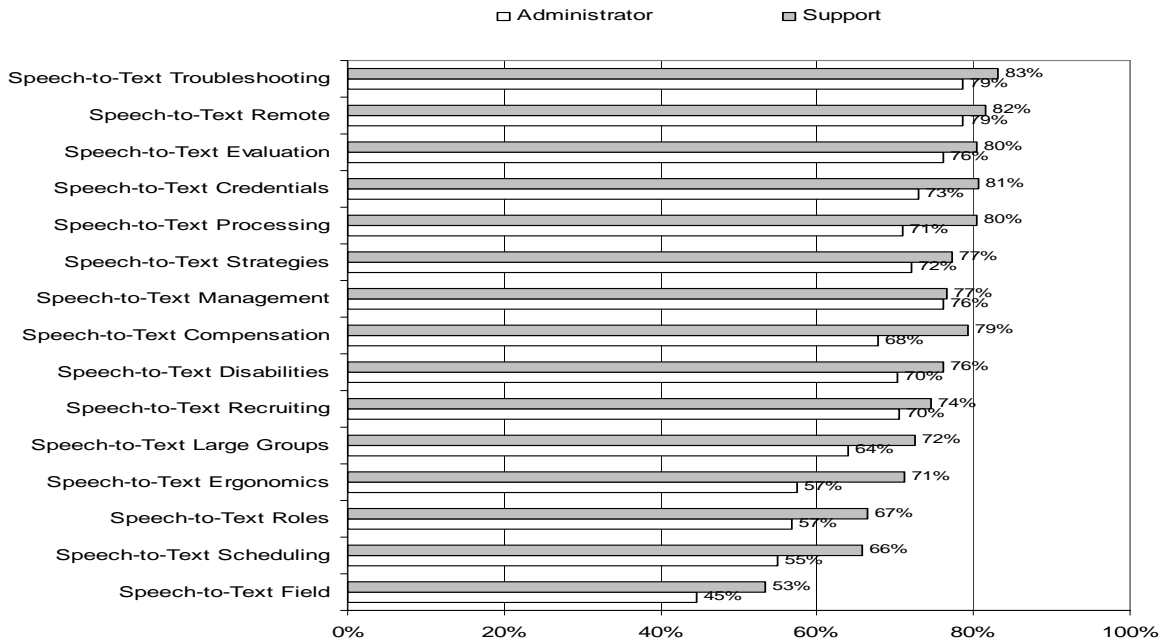


B2 Speech-to-text

All Respondents
Median Number Responding = 616



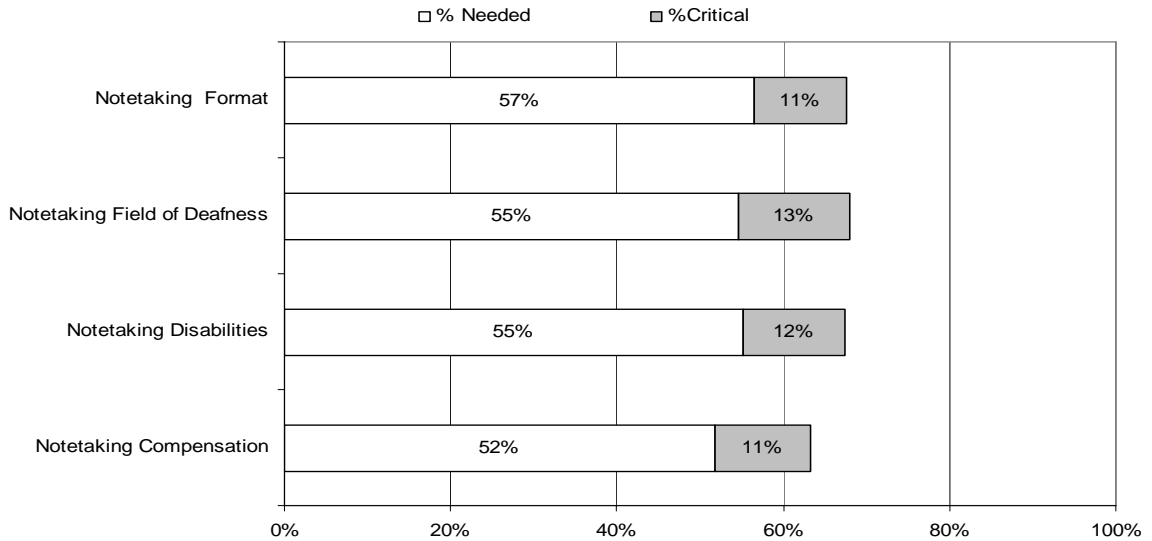
By Respondent Type



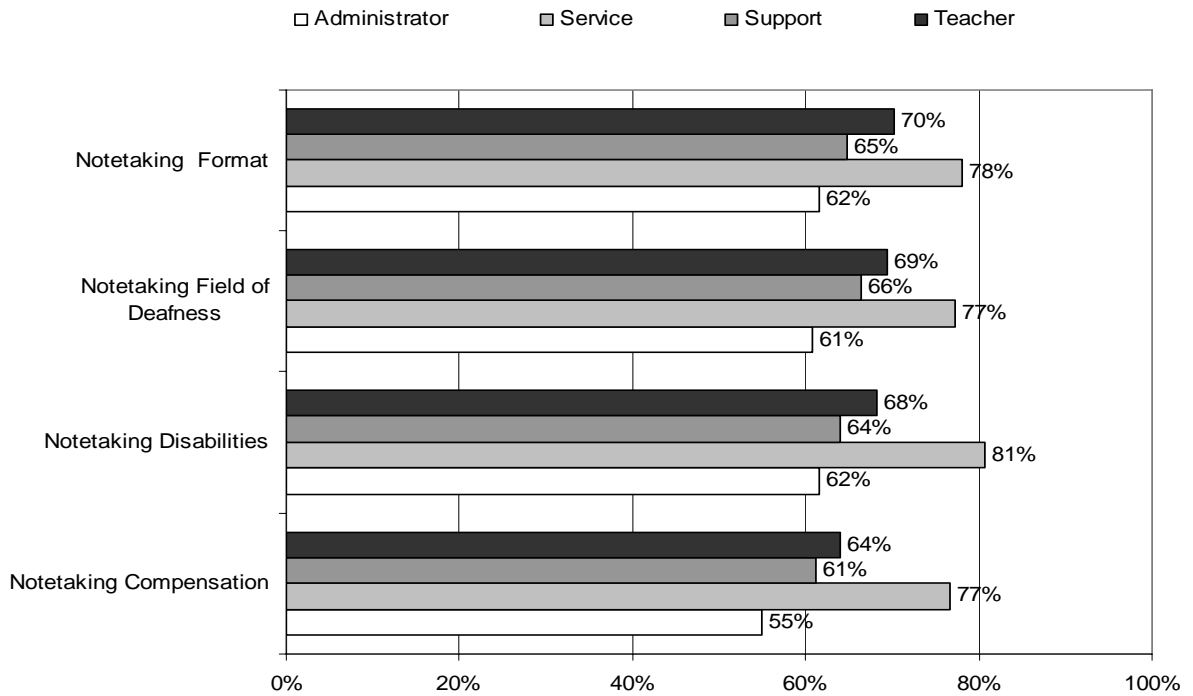
B3 Notetaking

All Respondents

Median Number Responding = 1171



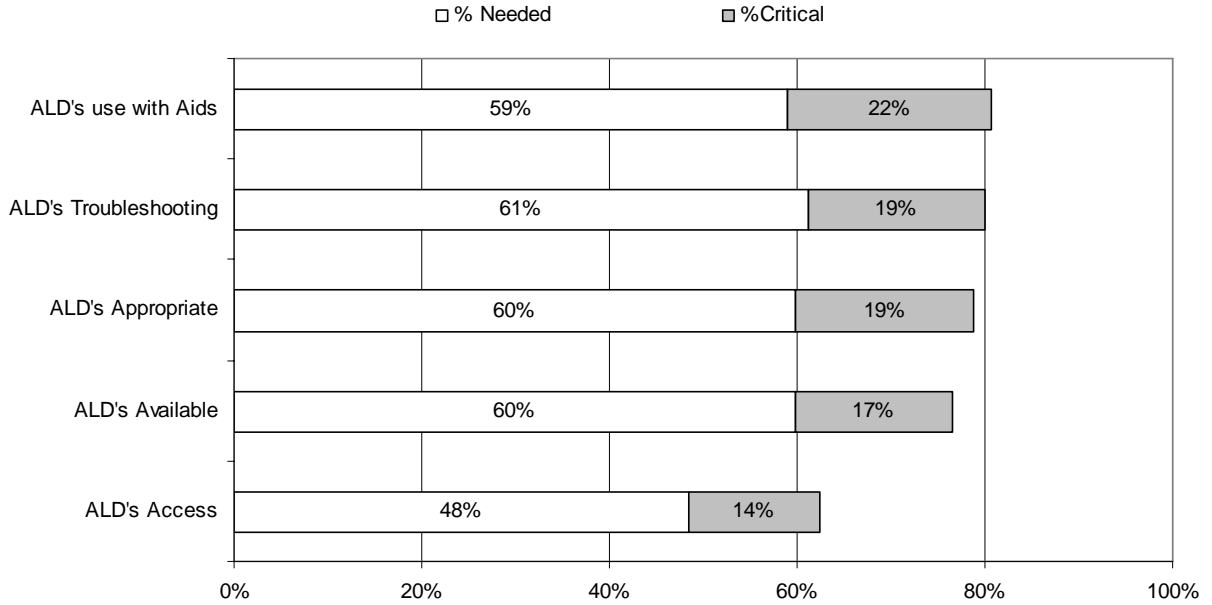
By Respondent Type



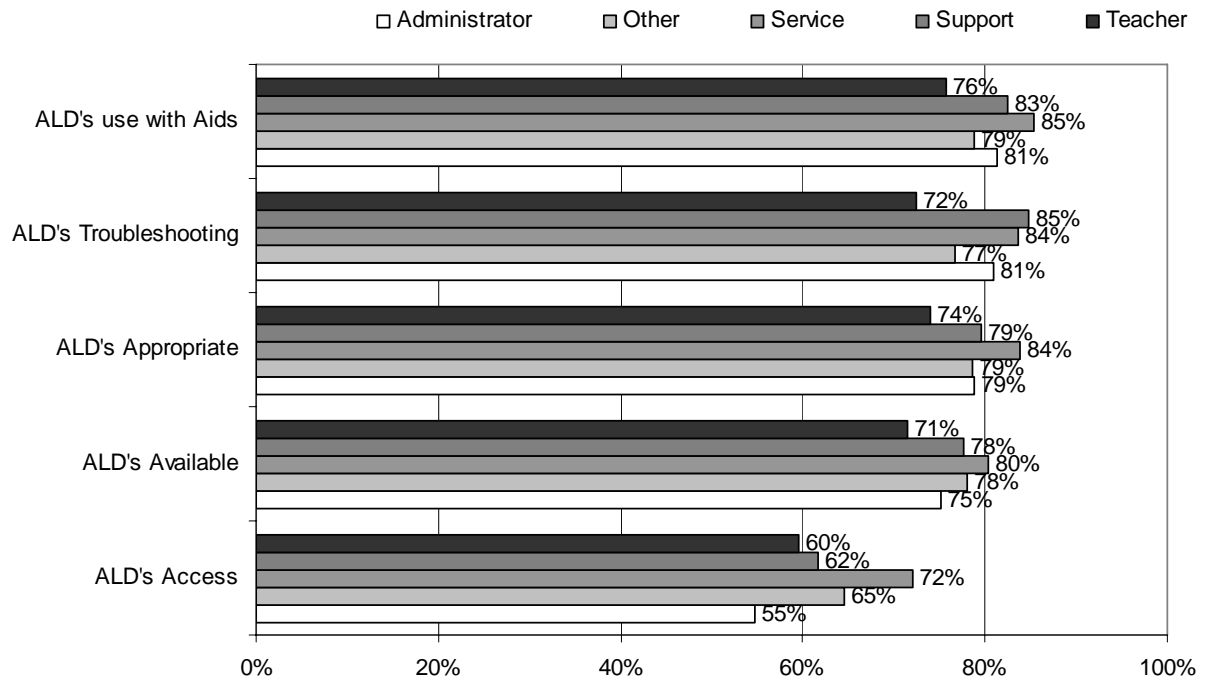
B4 Assistive Listening Devices (ALD's)

All Respondents

Median Number Responding = 1498

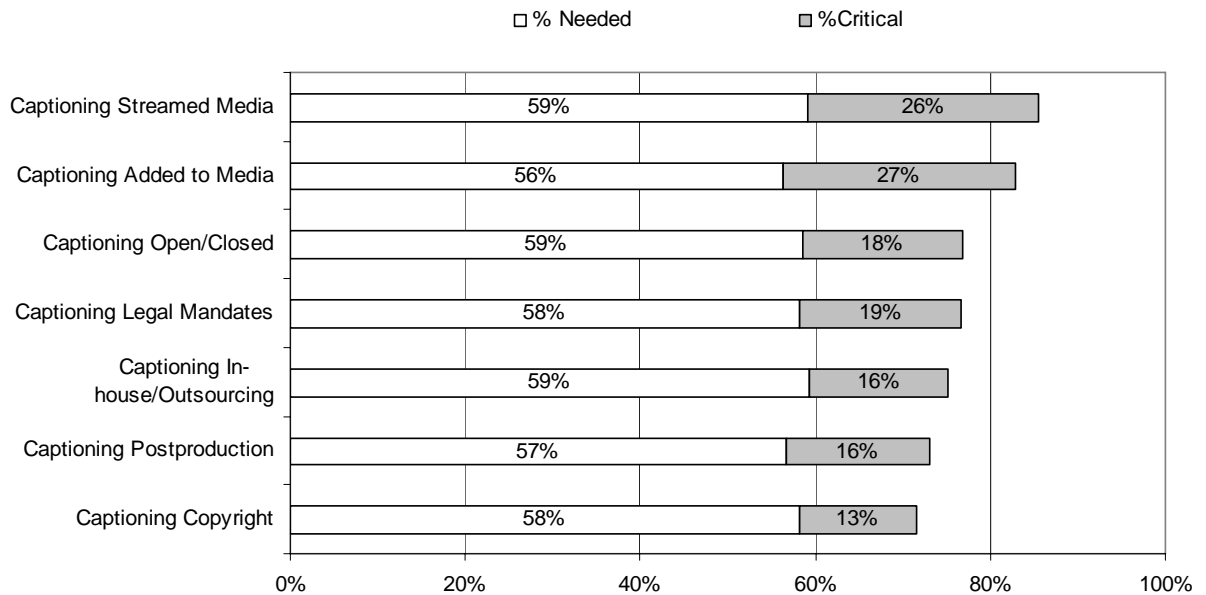


By Respondent Type

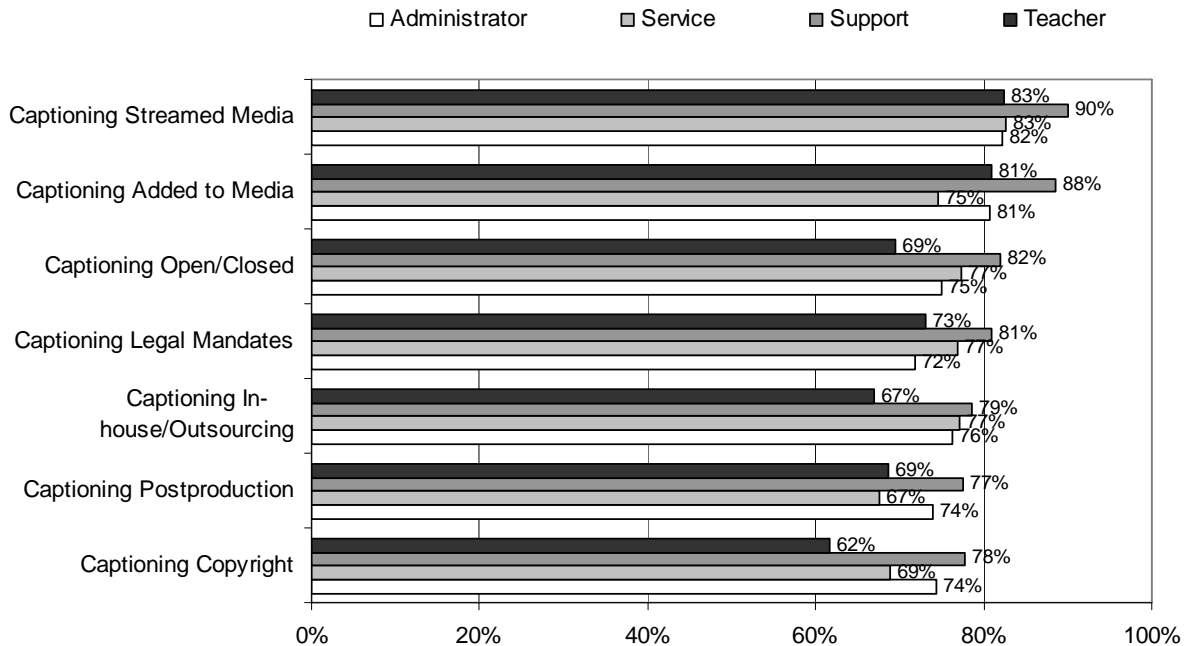


B5 Captioning

All Respondents
Median Number Responding - 1270

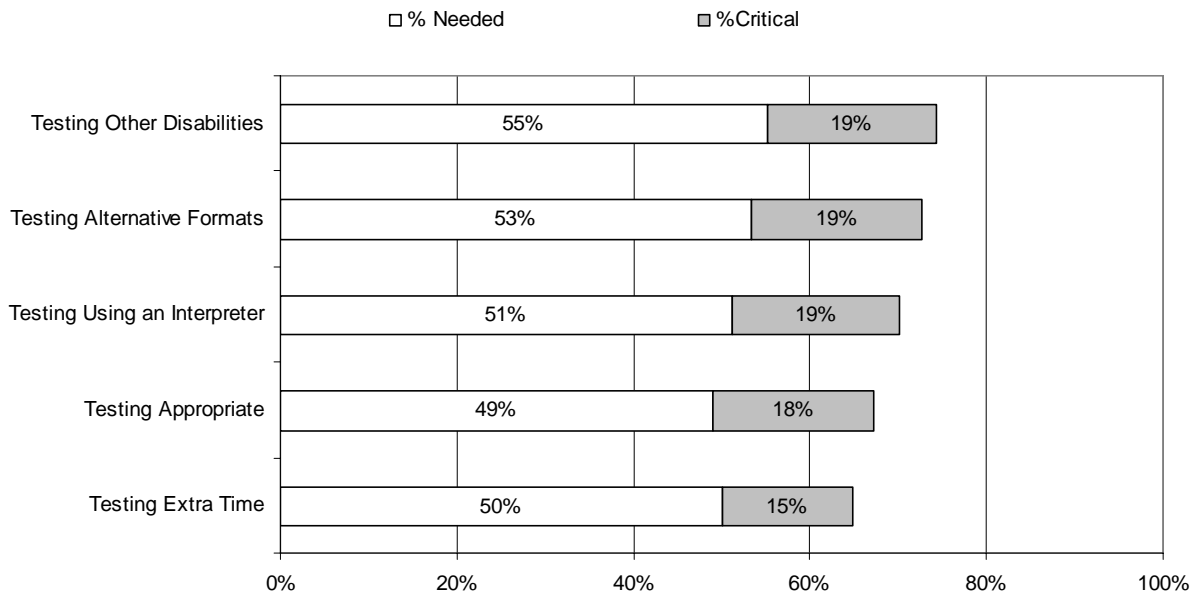


By Respondent Type

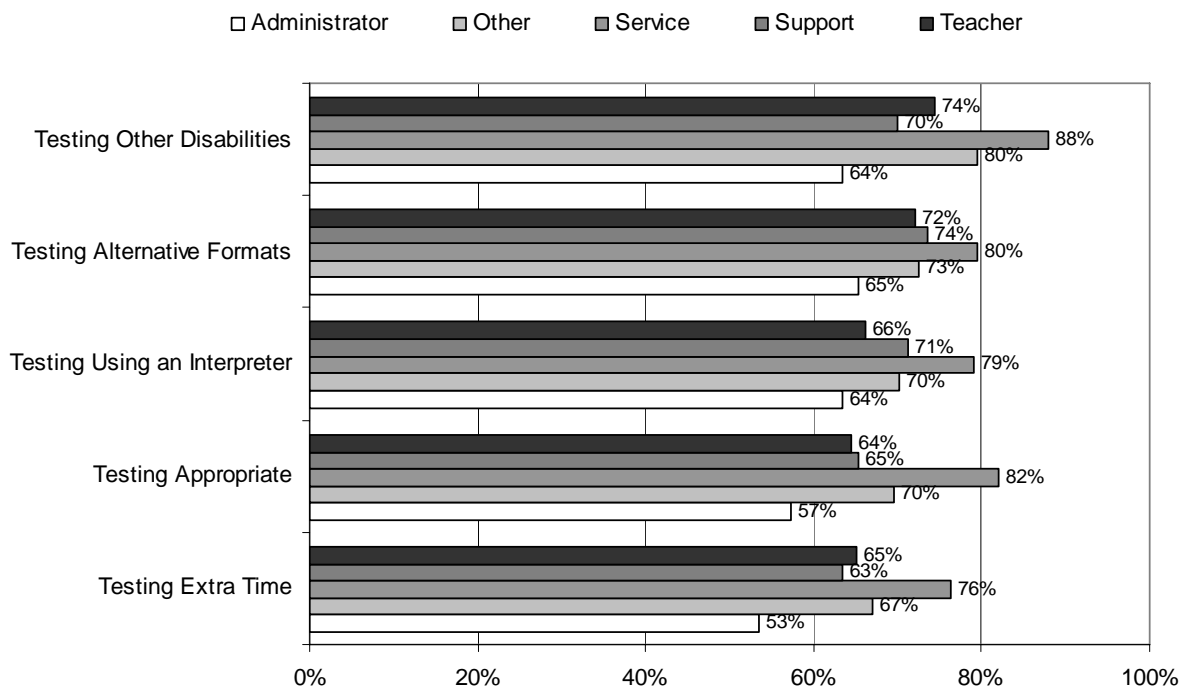


B6 Testing

All Respondents
Median Number Responding = 1512



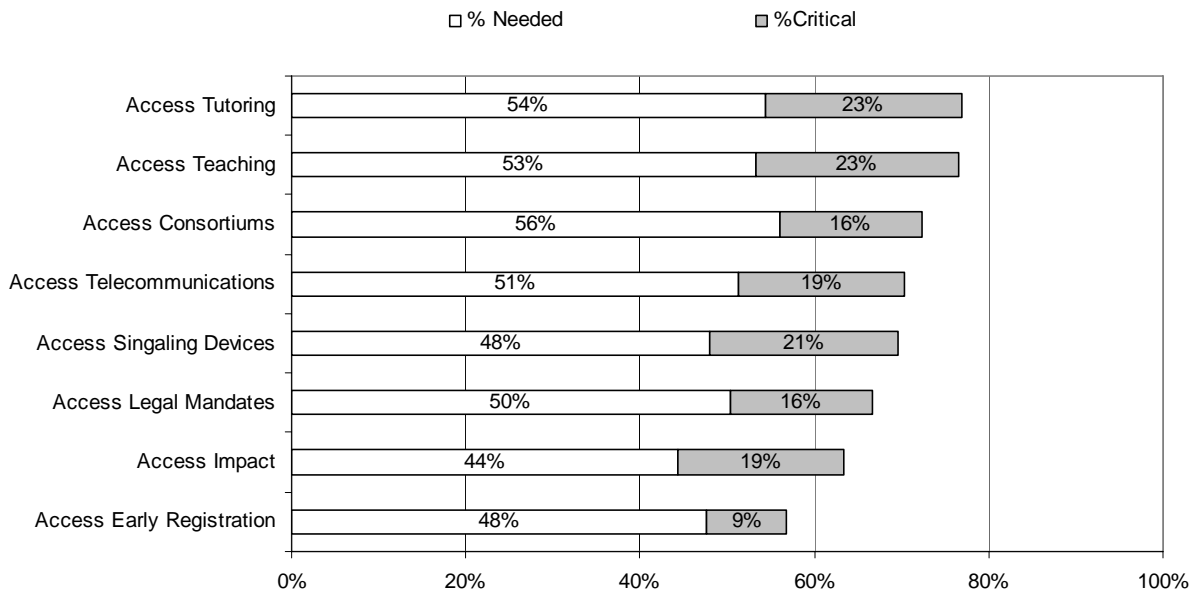
By Respondent Type



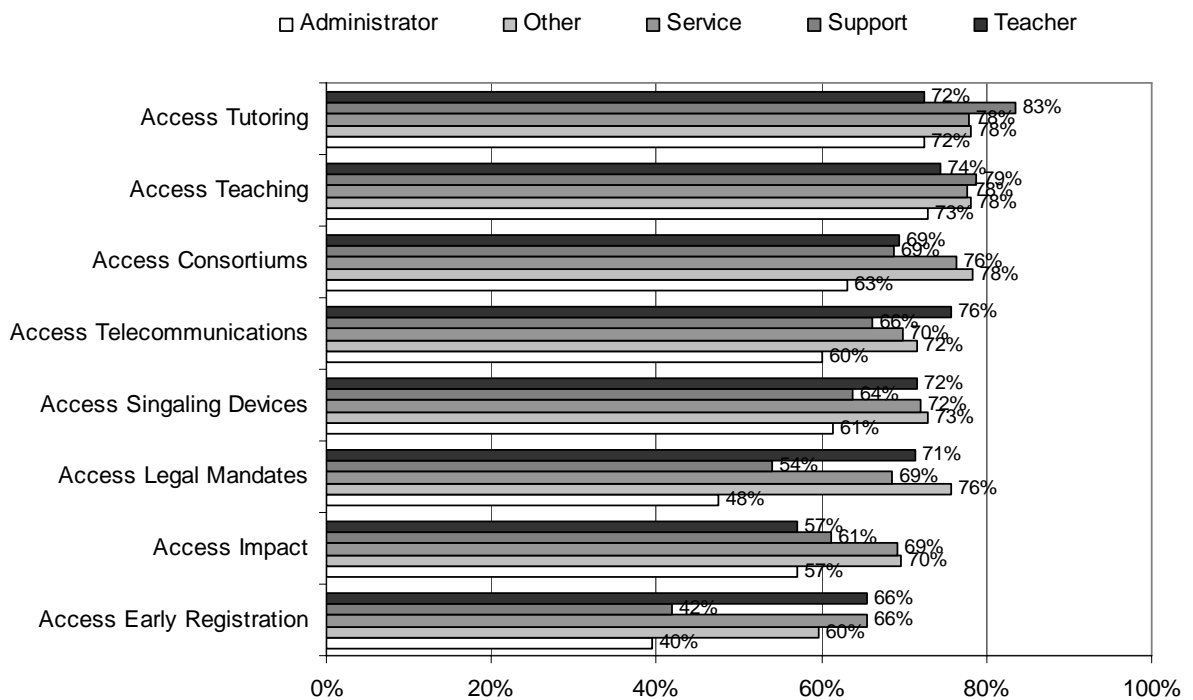
B7 Access

All Respondents

Median Number Responding = 1130

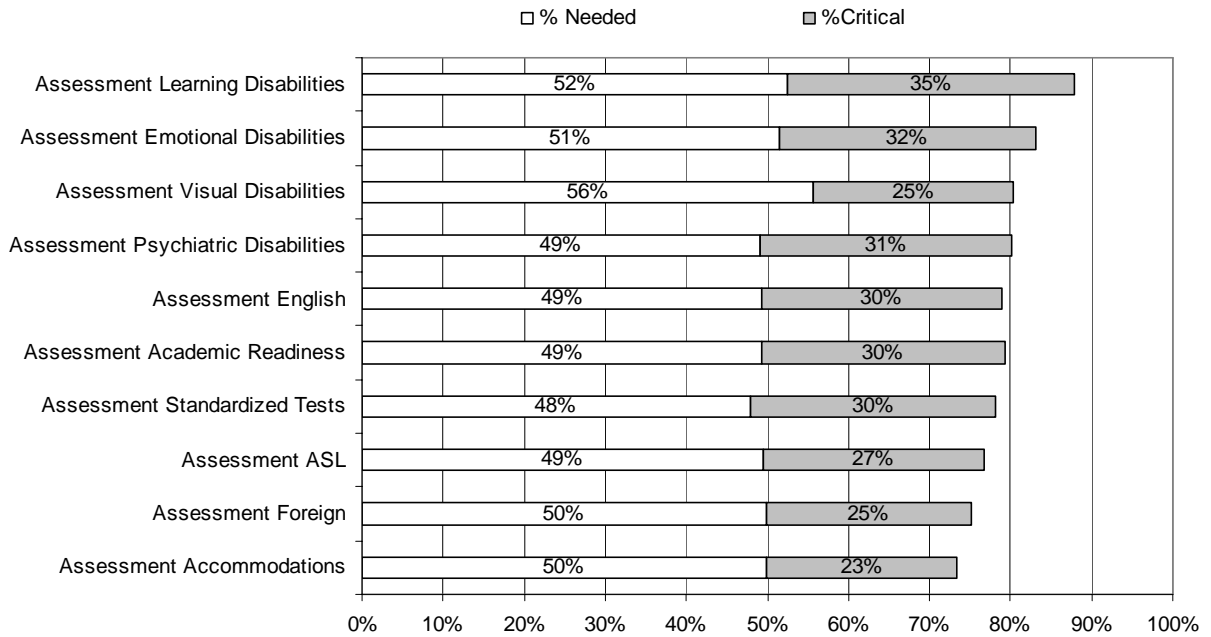


By Respondent Type

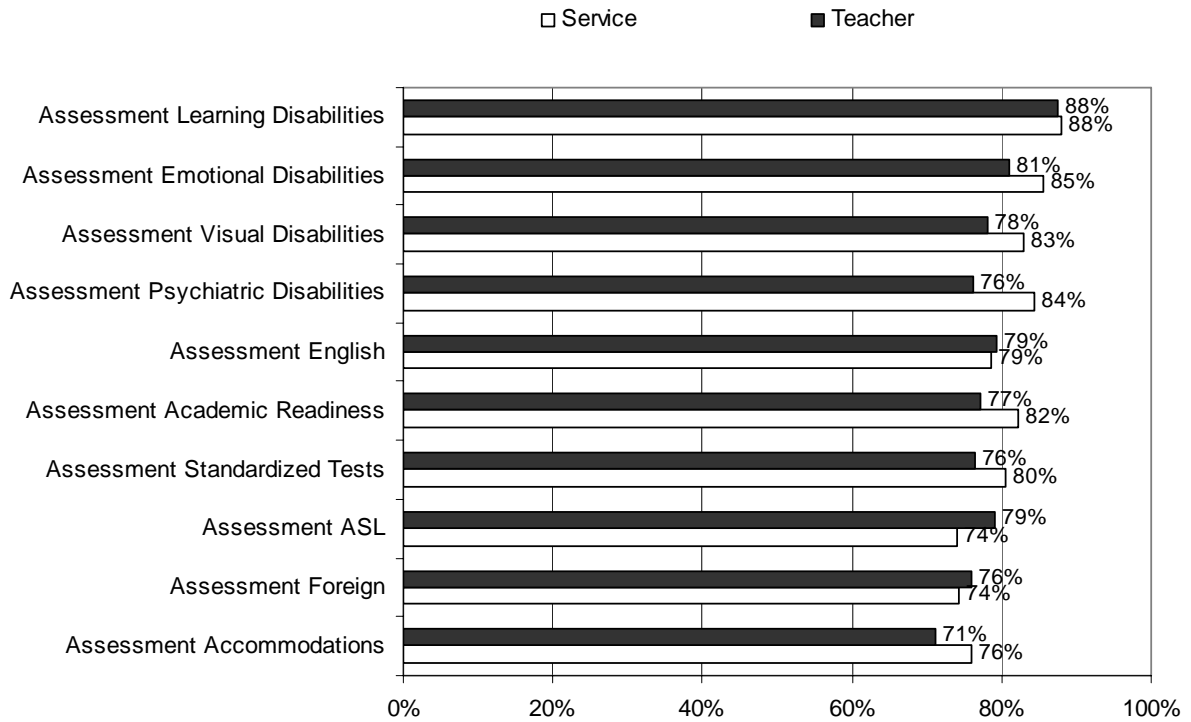


B8 Assessment

All Respondents
Median Number Responding = 531



By Respondent Type

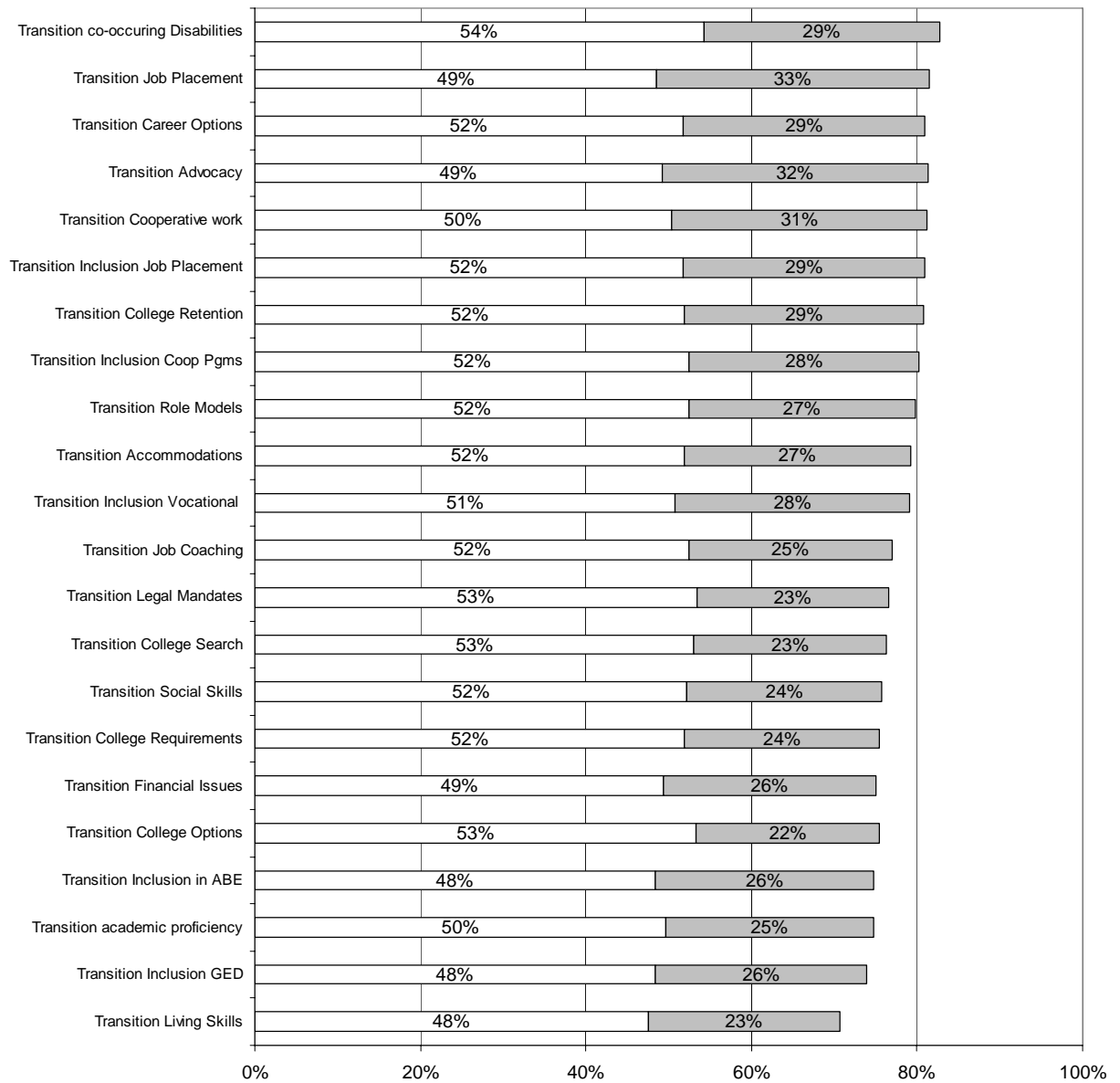


B9 Transition

All Respondents

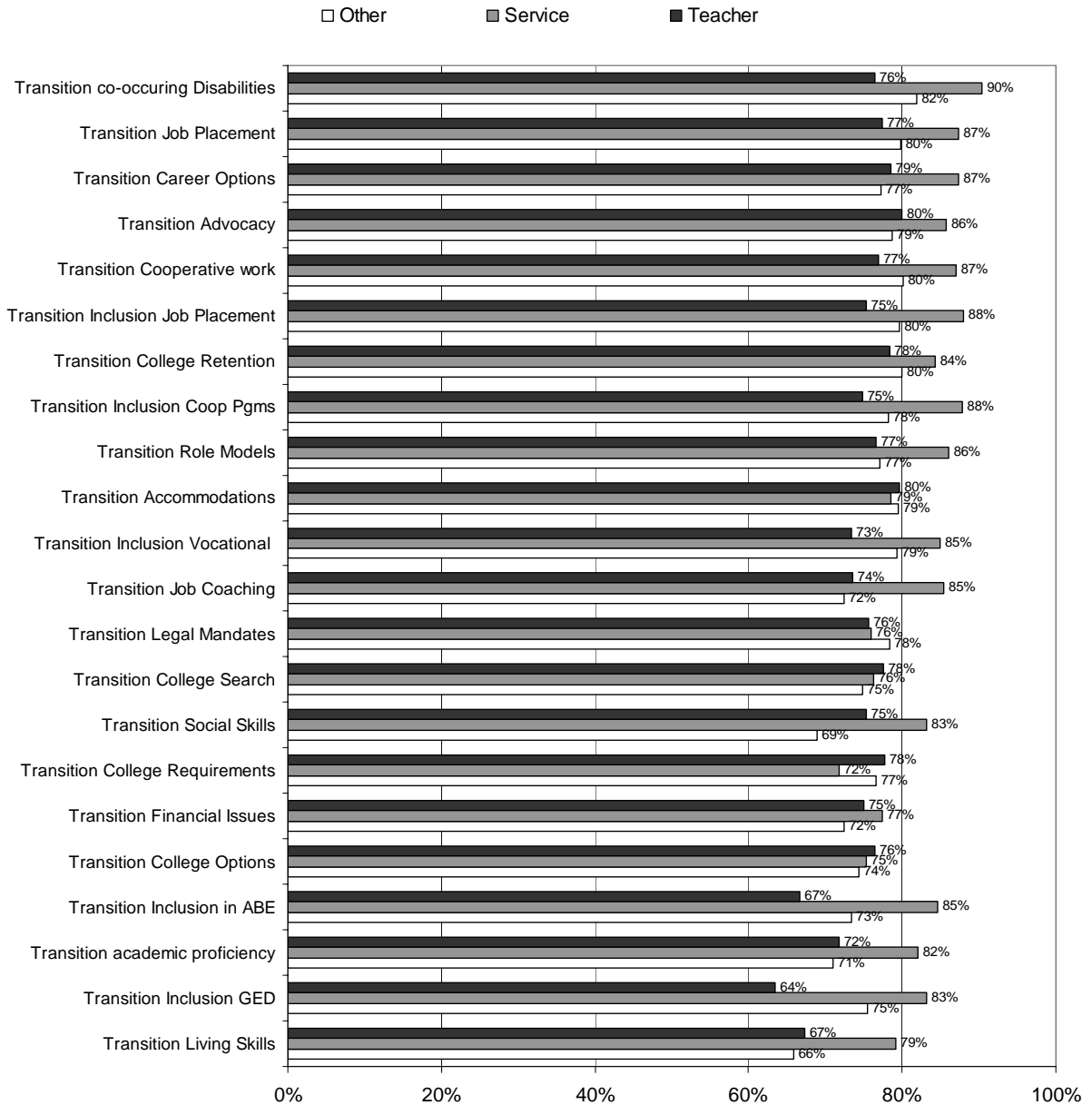
Median Number Responding = 718

□ % Needed ■ %Critical



B9 Transition (cont.)

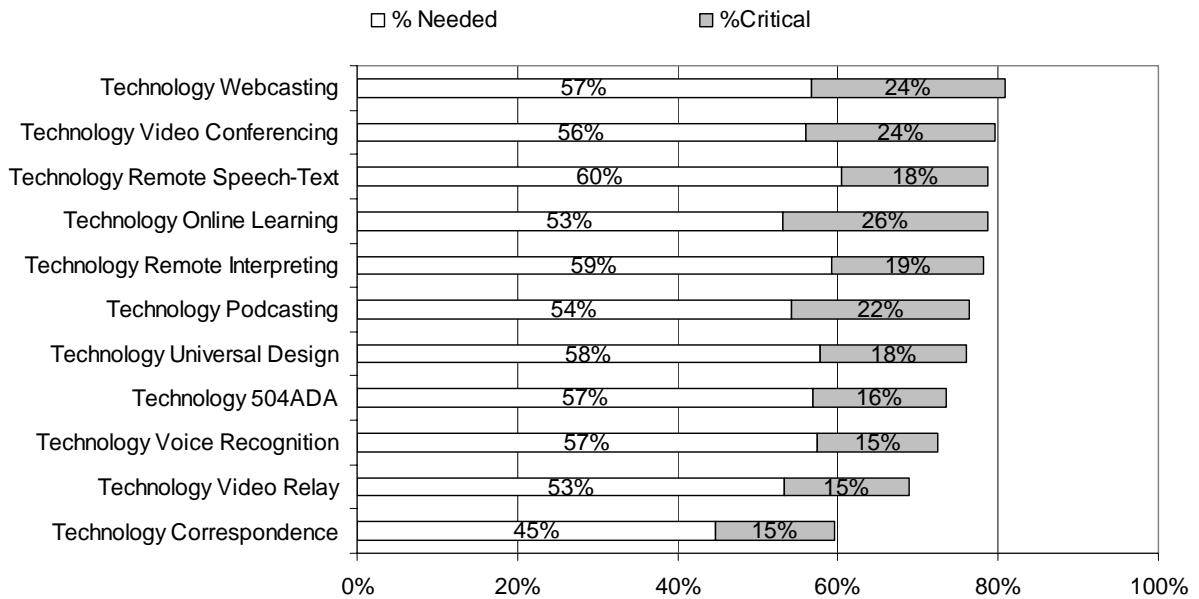
By Respondent Type



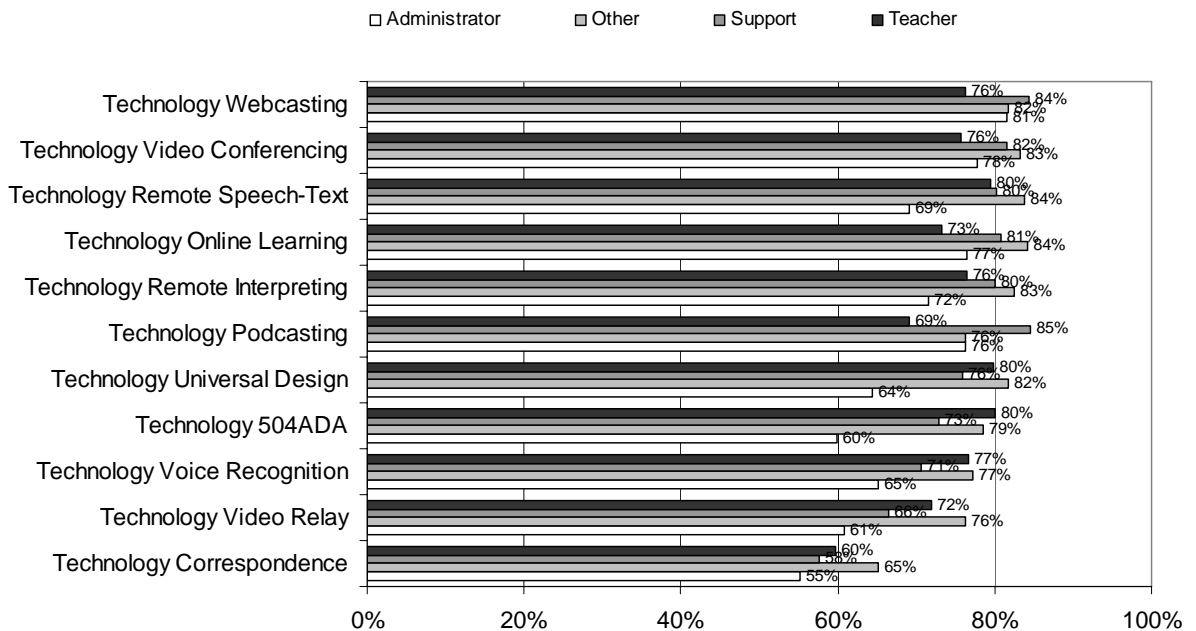
B10 Technology

All Respondents

Median Number Responding = 1238



By Respondent Type



Appendix C

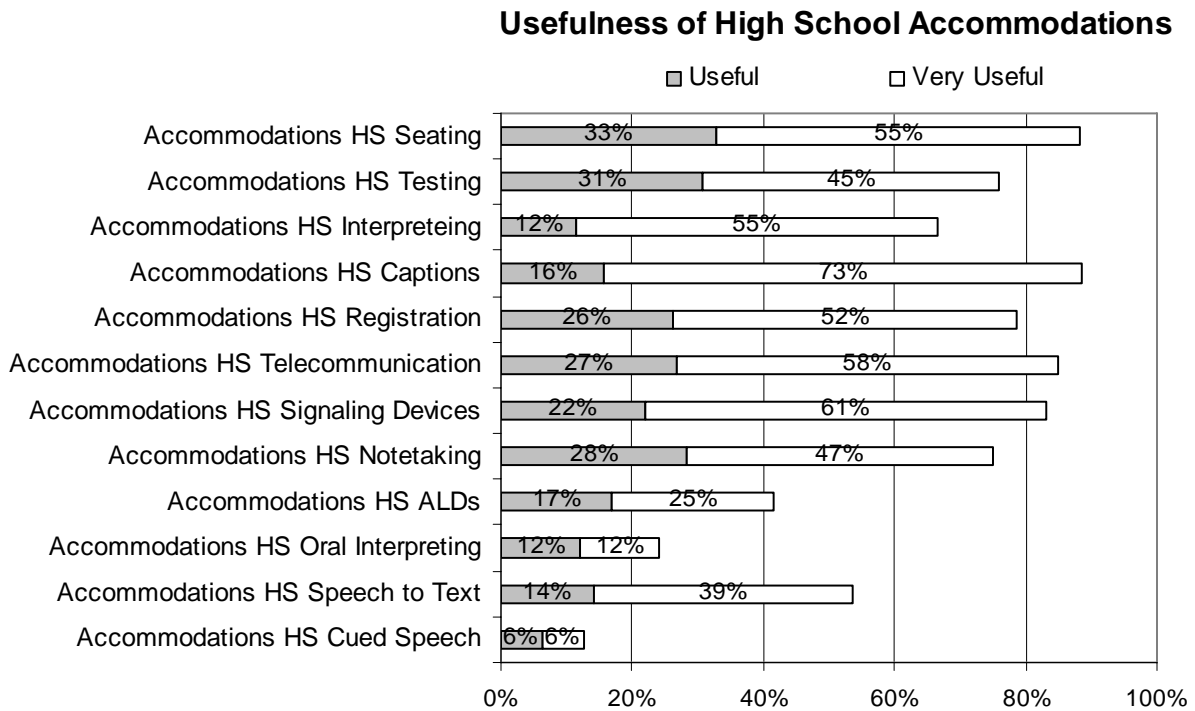
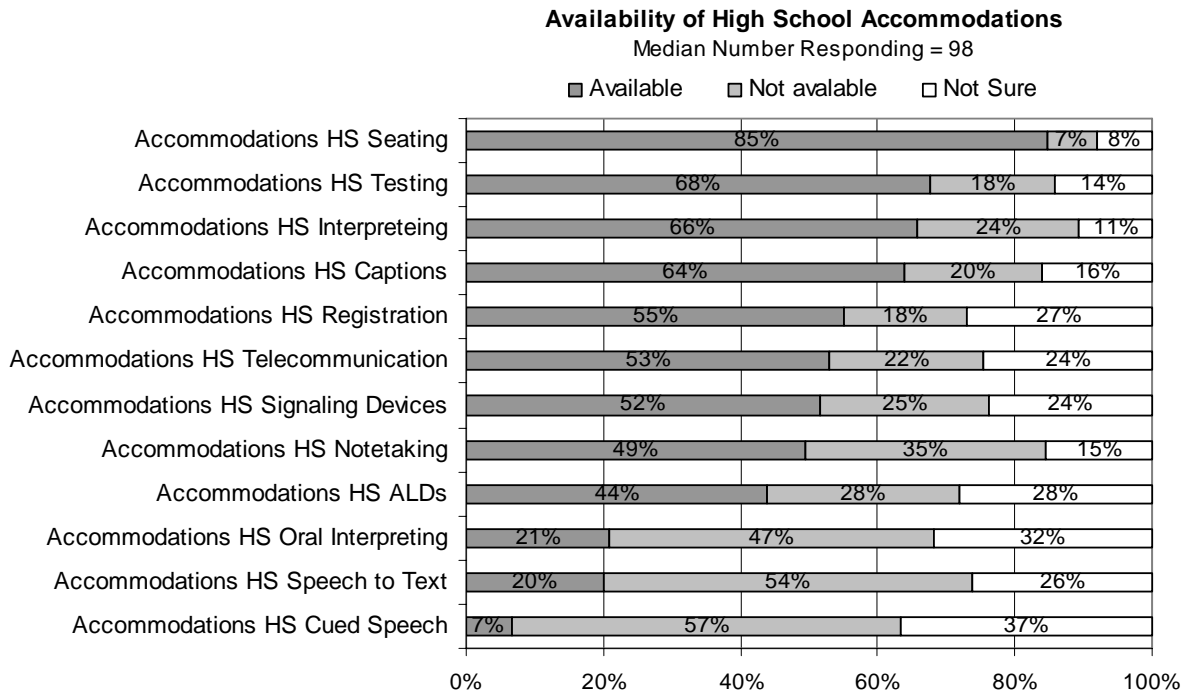
Summary responses from parents and students

C1 Availability and Usefulness of High School Accommodations

C2 Availability and Usefulness of College Accommodations

C3 Availability and Usefulness of High School Transition Programs

C1 High School Accommodations

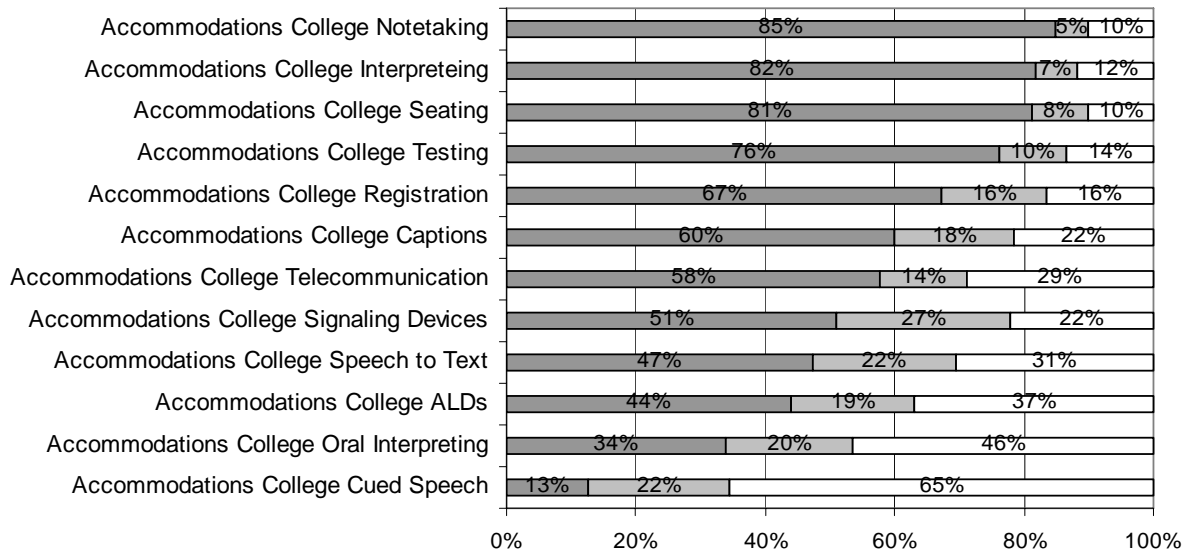


C2 College Accommodations

Availability of College Accommodations

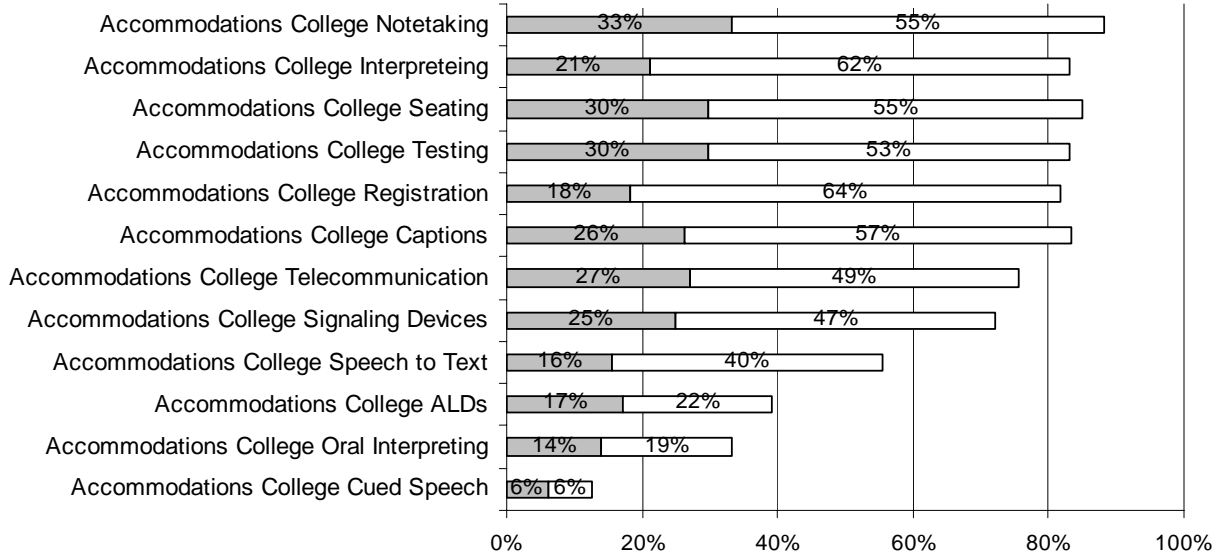
Median Number Responding = 59

■ Available □ Not available □ Not Sure



Usefulness of College Accommodations

■ Useful □ Very Useful

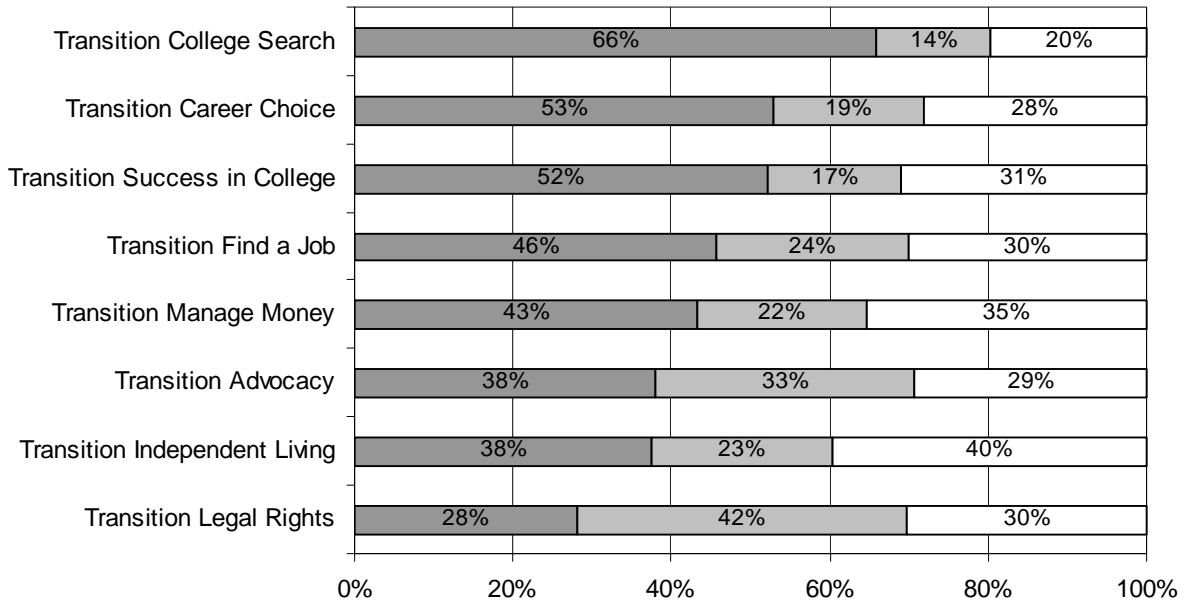


C3 Transition Programs

Availability of Transition Programs

Median Number Responding = 90

■ Available □ Not available □ Not Sure



Usefulness of Transition Programs

■ Useful □ Very Useful

